



## SAFEGUARDING AND CHILD PROTECTION POLICY SEPTEMBER 2023

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## 1. CONTACT INFORMATION

Where a concern involves an adult working with children the LADO should be informed. Where a concern involves another adult (e.g. family member or friend), a referral should be made to the Social Services local to the child' home address.

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| <b>La Petite Ecole Bilingue:</b> 020 7284 26 20 <a href="mailto:office@lpebl-kt.com">office@lpebl-kt.com</a>   |
| <b>Headteacher:</b> Natasha Henderson-Stewart  |
| <b>Designated Safeguarding Lead (including for EYFS children):</b> Marie-Joelle Deschamps (English Deputy Head)  |
| <b>Deputy Designated Safeguarding Leads:</b> Julie Bonaz (French Deputy Head) and Cecile Lemenager (Office Manager)  |
| <b>SENco:</b> Marie-Joelle Deschamps (English Deputy Head)   |
| <b>Proprietor:</b> Anne Henderson-Stewart  |
| <p><b>Local Authority Designated Officer (LADO)</b><br/>Sonia Forbes<br/>TEL: 0207 974 4556 / 020 7974 4351<br/>Mobile : 07880055223<br/>email : LADO@camden.gov.uk</p>  |
| <p><b>Camden Safeguarding Lead Officers</b></p> <p>Michelle O'Regan (Head of Service, Children in Need)<br/>TEL: 0207 974 1905</p> <p>Tracey Murphy (Service Manager)<br/>TEL: 0207 974 4103</p> <p>Patricia Williams (Service Manager)<br/>TEL: 0207 974 1558</p> |



## Social Services

### Camden:

#### Children and Families Contact Service (formerly known as MASH)

Noel Hacquard

TEL: 0207 974 3317 (9am to 5pm) or 0207 974 4444 (option 1) – outside office hours, weekends or bank holidays)

**Kensington and Chelsea:** 020 7361 3013 (office hours) 020 7373 2227 (out of office hours) socialservices@rbkc.gov.uk

**Westminster:** Telephone: 020 7641 4000 Out of hours: 020 7641 6000

**Hammersmith and Fulham:** Telephone: 020 8753 5392 Out of hours: 020 8748 8588

**Wandsworth:** Telephone: 020 8871 6622 Out of hours: 020 8871 6000. Email: mash@wandsworth.gov.uk

### Camden Safeguarding Children Partnership

<https://cscp.org.uk/>

### Online Safety Contact Officer

Jenni Spencer

TEL: 0207 974 2866

## Support and advice about extremism

### Prevent Education Officer

Jane Murphy

TEL: 0207 974 1008

### Police

TEL: 101 (or 999 if there is an immediate risk of harm)

### Department for Education

TEL (Non emergency): 0207 340 7264

EMAIL: counter.extremism@education.gsi.gov.uk



**Virtual school Head**

Nathalie White

TEL: 020 794 2359

**Police**

TEL: 101 (or 999 if there is an immediate risk of harm)

**NSPCC Whistleblowing Advice Line**

TEL: 0800 028 0285

EMAIL: help@nspcc.org.uk

**OFSTED Safeguarding Children**

TEL: 0300 123 4666 (Mon-Fri from 8am to 6pm)

EMAIL: whistleblowing@ofsted.gov.uk

**Adult Safeguarding**

Adult Social Care

TEL: 020 7974 4000 (select option 1)

Textphone: 020 7974 6866

EMAIL: adultsocialcare@camden.gov.uk

**Camden Children and Families Contact Service**

Sarah Hulme Head of Children, Young People and Family Services

TEL: 020 3317 2283

EMAIL: sarahhulme@nhs.net

## 2. ACRONYMS

**DBS** - Disclosure and Barring Service; a new organization, amalgamating the CRB (Criminal Records Bureau) and the ISA (Independent Safeguarding Authority)

**KCSIE** - Keeping Children Safe in Education 2023

**LADO** - Local Authority Designated Officer (sometimes referred to as LA designated person)

**LSCP** – London (also Local) Safeguarding Children Partnership

**DSL** – Designated Safeguarding Lead (in school)

**DfE** - Department for Education

**NSPCC** - National Society for the Prevention of Cruelty to Children

**WSS** – Westminster Social Services

### 3. GENERAL STATEMENT

La Petite Ecole Bilingue (LPEBL) is a community and all those directly connected (staff, leaders, parents, families and pupils) have an essential role to play in making it safe and secure. La Petite Ecole Bilingue recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

**At La Petite Ecole Bilingue, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.**

La Petite Ecole Bilingue recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly about anything that worries them; and enable them to feel confident that they will be listened to.

Adults in our school take all welfare concerns seriously and are alert to the signs of abuse and neglect; and follow our procedures to ensure that children receive effective support, protection and justice.

Our school's core safeguarding principles are:

- That school is an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice (including role requirements) and adhere to our Code of Conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.
- All staff are committed to acting in the best interests of the child.
- The school rejects the use of corporal punishment.

There are four main elements to our safeguarding policy:

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and



supported to respond appropriately and sensitively to safeguarding concerns);

- **Support** (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, parents, volunteers, visitors and to pupils on and off the School site (including the EYFS) whilst they are the responsibility of the School. A child is defined as an individual up to the age of 18. This policy is posted on the school website and available upon request.

## 4. OUR AIMS

Safeguarding children is everyone's business. An effective whole school Child Protection Policy is one that provides clear direction to staff and other about the expected codes of behaviour in dealing with safeguarding issues. It makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns, and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

We recognise that teachers are well placed to observe the outward signs of abuse. The school will create a positive ethos amongst the staff so that we can:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the School whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the LSCP and take into account the guidance 'Working Together to Safeguard Children' (dated December 2023 and last updated 23 February 2024) in order to:

- Ensure that we have a designated safeguarding lead (DSL) for child protection who has received appropriate training (2-yearly including inter-agency working and Prevent, plus informal updates) and support for the role.
- Ensure that every member of staff and volunteer knows the name of the DSL and their role.
- Ensure that every member of staff and volunteer understand their responsibilities in being alert to signs of abuse and responsibility for referring any concerns to the DSL
- Develop links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.



- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all written records are kept securely, separate from the main pupil file, and in a locked location.
- Develop and follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed
- Ensure that parents have an understanding of the responsibility placed on the School and staff for child protection.
- Ensure that pupils who have been abused are supported in line with the child protection (CP) plan.
- Ensure that the child welfare office of the appropriate Local Authority is informed of any unexplained absence of two days for pupils with a CP plan and ten consecutive days for others as soon as possible.
- Ensure that information is passed to relevant bodies, especially when a pupil moves School
- Ensure that we shall report any school leavers to the Local Authority (see [Children Missing Education](#) guidance).

## 5. MAIN TERMINOLOGY

**Safeguarding and promoting the welfare of children** is defined for the purposes of this guidance as:

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

**Child protection** is an aspect of safeguarding but is focused on how we respond to prevent children suffering, or being likely to suffer, significant harm.

La Petite Ecole Bilingue acknowledges that safeguarding covers more than just child protection and schools are charged with ensuring that the child is looked at holistically and at the centre of decision-making within each area below (but not limited to):

- Bullying (including cyberbullying)
- Children with family members in prison
- Children missing education (CME)
- Child missing from home or care
- Child-on-child abuse





- Child sexual exploitation (CSE)
- Child criminal exploitation (County Lines)
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- Up-skirting
- Youth produced sexual imagery or "Sexting"

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. See Appendix A of this policy for the different types of abuse.

All staff in school should be aware of the definitions, signs, and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

**The most up to date definitions and possible indicators and signs of abuse are found in Appendix A of this policy. Staff should also refer to 'Indicators of Abuse and Neglect' ([Keeping Children Safe in Education \(2023\)](#) Paragraphs 26 – 30) and '[What to do if you are worried a child is being abused](#)' 2015.**

**Children** include everyone under the age of 18.

**Children in need:** A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local safeguarding partners are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Where appropriate we will work with the procedures in place through the three local safeguarding partners.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix A defines neglect in more detail.

## 6. ROLES AND RESPONSIBILITIES

**Marie Joelle Deschamps (English Deputy Headteacher) is the Designated Safeguarding Lead, Julie Bonaz (French Deputy Headteacher) and Cecile Leménager (Administration Officer) are the Deputy Designated Safeguarding Leads for Stewart International School - La Petite Ecole Bilingue (Kentish Town)**

**Natasha Henderson-Stewart**, the Headteacher, retains overall responsibility for child protection arrangements.

The designated leaders are responsible for:

- Adhering to the LSCP and school procedures with regard to referring a child if there are any concerns about possible abuse and/or neglect and consult with the duty social worker for advice as required.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral (for instance, on a daily informal basis in the Concern Book).
- Ensuring that all such records are kept confidentially and securely
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently the subject of a Child Protection (CP) plan who is absent without explanation for two days is referred to Social Care.

The School's DSL has direct responsibility for making a referral to the LSCP. However, every member of staff (paid and unpaid) has the statutory responsibility to safeguard and promote the welfare of children. Any employee or volunteer at the School may make a referral, if



necessary. Indeed, every employee and volunteer has a responsibility to ensure timely action is taken to ensure proper safeguarding of children. This includes recognising, acting on and referring the early signs of abuse and neglect, keeping clear records, listening to what the child says, reassessing concerns if situations do not improve, sharing information quickly and challenging inaction.

## 6.1. The roles of the proprietor

- To ensure that effective safeguarding policies and procedures are in place and implemented, including child protection and code of conduct for staff
- To ensure that the school has appropriate safeguarding responses to children who go missing from education.
- To ensure that safe recruitment procedures are followed and that all appropriate checks are carried out on all staff.
- To ensure that the DSL and deputies have undergone regular training (2-yearly including inter-agency working and Prevent, plus informal updates).
- To provide sufficient resources to enable appropriate training to be given to all staff at regular intervals.
- To ensure that the Safeguarding Policy and procedures are consistent with London Safeguarding Children Partnership (LSCP) requirements and more specifically the Camden's Safeguarding Children Partnership(CSCP) policies and are reviewed annually;
- To utilise the expertise and experience of staff when shaping safeguarding policies.
- To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the LSCP.
- To ensure that the school has procedures for dealing with child-on-child abuse that comply with the LSCP.
- To ensure that pupils are taught how to keep themselves and others safe.
- To ensure that if any IT systems are used by children, these will have word search filters installed to guard against the risk of any inappropriate internet activity; and that staff and pupils are appropriately trained in e-safety; to provide parents with the information they need to keep their children safe at home when using electronic devices.
- To ensure that the curriculum provides pupils with opportunities to build resilience to radicalisation, challenge extremist views and terrorist activities, and develop a commitment to British values; to be alert to any sign of radicalisation in staff and pupils and take appropriate action.
- To see that any deficiencies are remedied at once.
- To carry out an annual safeguarding audit to evaluate the effectiveness of policies and procedures and their impact on pupils' welfare and well-being.
- To ensure that the DSL has sufficient and adequate time to fulfil his/her duties
- The proprietor will have regular safeguarding and child protection training.
- It is not appropriate for the proprietor to be the DSL.

## 6.2. The roles of the Headteacher

- To understand procedures set out by the LSCP and the role of the DSL
- To ensure that the Safeguarding Policy and procedures are implemented and followed by all staff and concerns are handled sensitively and in procedures.
- To ensure that all temporary staff and volunteers are made aware of the School's arrangements for safeguarding children.
- To monitor the effectiveness of the policy and procedures.
- To ensure that the DSL receives sufficient support, training, time and resources to carry out his role effectively.
- To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions.
- To be aware of any off-roll notification should there be safeguarding concerns and to follow this up if applicable, with the local borough safeguarding team.
- To create a safe environment and a caring ethos within the School and so ensure that all pupils are kept safe in all circumstances.
- To make parents aware of the school's Safeguarding and Child Protection Policy
- To ensure that pupils' safety and welfare is addressed through the curriculum and related policies (Anti-bullying, Behaviour, Equal Opportunities, PSHE, Acceptable use).
- To make 'adequate and appropriate cover arrangements' for the DSL during out of hours periods.
- To have read and understood [Part 1 of Keeping Children Safe in Education \(2023\)](#), [Annex A and Annex B](#) and sign that it has been read and understood

## 6.3. The roles of the Designated Safeguarding Lead

The DSL is always a senior member of staff and generally the person to whom anyone working in the school is required to report instances of actual or suspected child abuse or neglect. There are three broad areas of responsibility of the Designated Safeguarding Lead.

### 6.3.1. Managing Referrals

- To take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- To be responsible for referring cases of suspected abuse or allegations to the local authority children's social care. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing.
- To report concerns under Prevent duties to the local prevent team or the Channel programme.



- To inform the Disclosure and Barring Services in cases where a person is dismissed or left due to risk/harm to a child.
- To inform the police in cases where a crime may have been committed; this includes reporting cases where FGM (Female Genital Mutilation) appears to have been carried out on girls under the age of 18.
- To act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding (including online and digital safety) and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Local Authority Designated Officer (LADO) or the Child Protection adviser. Alternatively, anonymous advice can be obtained from the NSPCC helpline (0800 800 5000)
- To keep detailed, accurate, secure written records of concerns and referrals.
- To report to the local authority any pupil who fails to attend school regularly, has been absent, without any explanation for 10 consecutive school days (or 2 days for any pupil currently the subject of a health protection plan).
- To inform Ofsted as soon as practicable and within 14 days at the latest, of allegations of serious harm or abuse by any person living, working, or looking after children at the premises and the action taken in respect of such allegations.
- To be sufficiently independent, particularly in relation to allegations of abuse against the proprietor(s) and/or members of the proprietor(s)' family.
- To contact the LADO on any matter that the DSL considers cannot properly be dealt with internally.
- To have access to legal advice or legal services.
- To have sufficient time, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – an/or support other staff to do so – and to contribute to the assessment of children

### 6.3.2. Working with others

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

- Ensuring that accurate and up to date information about individual children is presented at Child Protection Conferences.
  - Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
    - As required, liaise with the “case manager” and the LADO (for all cases which concern a staff member);
    - Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff;
    - Recognising the importance of sharing information with other agencies and listening to wider family concerns and the daily life of the child.
    - Contact previous schools to request any safeguarding files for children who join LPEBL. Pass on any safeguarding information to future schools.

### 6.3.3. Training

- To keep up to date with training at least annually in identifying and referring suspected cases of abuse and pass new information to staff; to include inter-agency working and Prevent plus informal update and attend two-yearly refresher training that meets the standards of the LSCP.
- To understand the assessment process for providing early help and intervention.
- To have a working knowledge of how local authorities conduct a safeguarding case conference and be able to attend and contribute to these effectively when required to do so.
- To develop effective links with relevant statutory and voluntary agencies and to be the first point of contact for outside agencies who are pursuing safeguarding Investigations.
- To be alert to the specific needs of children in need, those with special educational needs and young carers.
- To obtain access to resources and attend any relevant or refresher training courses.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part-time staff.
- To ensure each staff member has received appropriate child protection training to identify and be alert to possible causes or symptoms of abuse, including the early signs of child-on-child abuse and sexual violence and sexual harassment (induction and regular updates at least annually, to be refreshed at least every 2 years and to include Prevent and on-line safety (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)).
- To keep a record of staff attendance at safeguarding training.
- To make staff aware of the requirement to ‘self-declare’ if there are any changes to their



own criminal record or if there is a change in their personal circumstances which may affect the 'disqualification' criteria under the Childcare Act 2006. They are also encouraged to sign up for the DBS update service to enable future status checks to be made.

- To be able to keep detailed, accurate, secure written records of concerns and referrals.

#### 6.3.4. Raising Awareness

- To be familiar with and understand the DfE guidance 'Keeping Children Safe in Education' (2023), 'Working Together to Safeguard Children' (2023 and last updated February 2024), LSCP procedures and DfE advice 'What to do if you're worried a child is being abused' (2015)
- To ensure that all staff and support teams (permanent, temporary or supply) sign to say they have read and understood the Safeguarding Policy and [Part 1 of Keeping Children Safe in Education \(2023\), Annex A and Annex B](#)
- To promote in all staff the attitude concerning safeguarding that 'it could happen here'
- To ensure that all parent volunteers and working in school are aware of the School's Safeguarding Procedures
- To ensure each staff member are aware of and have access to the school's Safeguarding Policy
- To ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- To carry out a risk assessment, in line with Prevent guidelines for pupils and staff who may be in danger of radicalisation
- To ensure the Safeguarding Policy is available publicly and parents are aware of the fact that 1) Referrals about suspected abuse or neglect may be made and 2) The school has a role to play in this referral process
- To ask previous schools for details of any safeguarding issues for children new to the School
- Where children leave the school to ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

#### 6.4. The roles of the Teachers and Assistants

- To be aware of the contents of the Safeguarding Children policy and procedures and the identity of the DSL
- To be familiar with [Part 1 of Keeping Children Safe in Education \(2023\) & Annex A and B](#) and sign that it has been read and understood
- To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between pupils



- To help pupils understand how to keep themselves safe and manage risk through PSHE discussions and through all aspects of school life
- To foster a culture of trust between adults who work at the school and children who attend it
- To undertake appropriate child protection training to identify and be alert to possible causes or symptoms of abuse, including the early signs of child-on-child abuse and sexual violence and sexual harassment (induction and regular updates at least annually, to be refreshed at least every 2 years and to include Prevent and on-line safety (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)). In addition, all staff members will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins or staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups
- To build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- To be alert of persistent absenteeism of any pupils and report concerns to the DSL should it be felt there may be safeguarding concerns
- To be aware of and act upon the mandatory duty to report cases of FGM to the police
- To be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure
- All staff, including teachers and assistants, should be trained to:
  - manage a report of child-on-child sexual violence and sexual harassment
  - be aware of their role for making referrals to children's social care
  - know what to do if a child tells them he/she is being abused, exploited or neglected

## 7. DUTY OF CARE

- Ensure that the School proprietors/ responsible person take responsibility for overseeing the Child Protection Policies and Procedures and that they are reviewed annually. **The named responsible person is the Headteacher Natasha Henderson-Stewart.**
- Ensure we have a designated senior person for safeguarding who has received appropriate training and support in this role. **The named Designated Safeguarding lead (DSL) is Marie-Joelle Deschamps, the English Deputy Head, and the Deputy Designated Safeguarding Leads are Julie Bonaz, the French Deputy Head and Cecile Lemenager, the Office Manager.**
- Ensure every member of staff (including temporary and supply staff and volunteers) knows the name of the DSL and their role.





- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and/or intranet.
- Parents/carers should assist the School in maintaining records, by providing the School with multiple **(at least 2) emergency contacts** for the child, and keeping the School updated of any changes.
- In the case of an unexplained absence, the School will follow standard procedures, by contacting parents/guardians as soon as possible on the same day. If no response is received, further action may be taken.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. (See appendix C Reporting a Safeguarding concern form)
- Ensure all records are kept securely; separate from the main pupil file.
- Record a clear and comprehensive summary of the concern, including details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure that all staff are aware of their mandatory duty to report Female Genital Mutilation (FGM) to the local police.
- All staff members should receive appropriate child protection training to identify and be alert to possible causes or symptoms of abuse, including the early signs of child-on-child abuse and sexual violence and sexual harassment (induction and regular updates at least annually, to be refreshed at least every 2 years and to include Prevent and on-line safety (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)). In addition, all staff members will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins or staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Copies of policies and a copy of Part 1 of Keeping Children Safe in Education (2023) & Annex A and B shall be provided to staff at induction and updated versions annually.
- The School shall ensure that all staff read and sign to say that they have read at least Part 1 of Keeping Children Safe in Education (2023) & Annex A and B.
- In accordance with Part 1 of Keeping Children Safe in Education (2023), all staff including DSL will be updated annually on any additional guidance issued on safeguarding to provide them with relevant skills and knowledge to safeguard children



effectively.

- The School shall ensure that mechanisms are in place to assist staff to carry out their duties.
- All staff members should be aware of systems within their school which support safeguarding, and these should be explained to them as part of staff induction.
- The DSL and deputy DSL help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school, and relevant staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Parents and carers will be made aware that they can make a referral about any suspected abuse or neglect to the local LADO. The school DSL should be informed.

## 8. PROCEDURES

### Statutory and non statutory guidance framework:

Our procedures are in accordance with the following documents:

- [Inspecting safeguarding in early years, education and skills setting \(2022\)](#)
- [Keeping Children safe in education \(2023\)](#)
- KCSIE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006 \(last updated August 2018\)](#)
- KCSIE also refers to the non-statutory advice for practitioners, [What to do if you're worried a child is being abused](#) (March 2015)
- [Working together to safeguard children \(2023\) \(last updated February 2024\)](#)
- Working Together refers to the non-statutory advice, [Information sharing \(July 2018\)](#)
- [Children missing education \(September 2016\)](#)
- [Prevent Duty Guidance for England and Wales \(March 2015, updated April 2021\)](#)
- [The Prevent duty: Departmental advice for schools and childminders \(June 2015\) \(Prevent\)](#)
- [The use of social media for on-line radicalisation \(July 2015\);](#)
- [Education \(Independent Schools Standards\) Regulations \(England\) \(December 2014\)](#)
- Camden Borough safeguarding support document and procedures: [www.CSCP.org.uk](http://www.CSCP.org.uk)

Our school procedures for safeguarding children will comply with the Local Safeguarding Children Partnership (LSCP) procedures in accordance with locally agreed interagency procedures and take account of guidance issued by the [DfE](#) to establish:



- Duty of Care

- Definitions and symptoms of abuse
- Monitoring and Record keeping
- Disclosure and actions following a disclosure (child)
- Whistleblowing
- Disclosure and actions following a disclosure (adult)
- Safer Recruitment

We will ensure that:

- All staff are DBS checked and are told to hold at least an introduction Child protection certificate.
- We have designated members of staff who undertake regular training every 2 years.
- All members of staff receive appropriate child protection training to identify and be alert to possible causes or symptoms of abuse, including the early signs of child-on-child abuse and sexual violence and sexual harassment (induction and regular updates at least annually, to be refreshed at least every 2 years and to include Prevent and on-line safety (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)). In addition, all staff members will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins or staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- All staff will have read the Government Guidance [\\_Part 1 of Keeping Children Safe in Education \(2023\) & Annex A and B](#) and the School Safeguarding & Child Protection Policy
- Our procedures will be regularly reviewed and updated.
- The induction of new members of staff will include 'safeguarding children' procedures in the school. They will be asked to read the school's child protection policy and [\\_Part 1 of Keeping Children Safe in Education \(2023\) & Annex A and B](#) as part of their induction into the school.

Other adults in the school will always work under supervision or alongside other members of staff. Where there is a need to work unsupervised (e.g. peripatetic teachers) the DSL will ensure they are aware of school policy and the named person to whom they should voice concerns. A statement in the Staff and Parent Handbooks (or equivalent) will make clear the school's duties and responsibilities under child protection procedures.

**The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

## 8.1. Recognising indicators of abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Staff of La Petite Ecole Bilingue are continuously reminded of the importance of reporting and keeping record of any concerns during the year, during induction, inset days, various trainings, including online trainings and quizzes.

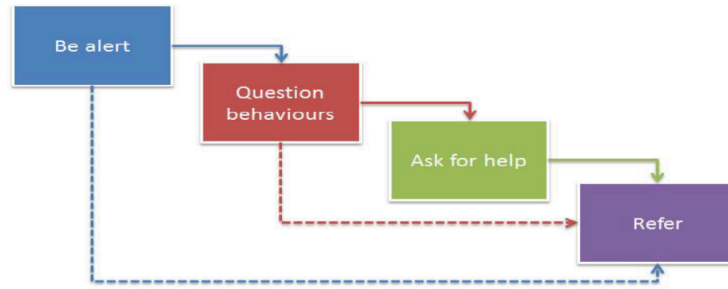
Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may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

Staff in schools are uniquely placed to observe outward signs of abuse, unexplained changes in behaviour or failure to develop. Children who are victims of abuse often display emotional and behavioural difficulties. Staff must be familiar with the types and signs of abuse, described in [What to do if you are worried a child is being abused-Advice for practitioners](#) and in [KCSIE 2023](#). Staff should also be aware that children with special educational needs may be especially vulnerable to abuse and, therefore, extra care should be taken to correctly interpret apparent signs of abuse or neglect.

Appendix A of this Policy lists some of the types of abuse with which staff should be familiar.

All members of staff should be aware of the four key steps to follow to help identify and respond appropriately to possible abuse and/or neglect:

- **Be alert** – to be aware of signs of abuse and neglect and to understand the procedures set out in local multi-agency safeguarding arrangements
- **Question behaviours** – to be aware if something seems unusual and try to speak to the child alone, if appropriate to seek further information
- **Ask for help** – discuss concerns with the Designated Lead
- **Refer** – make a referral to the LSCP. This would usually be made by the Designated Lead but can be made by any practitioner.



It may not always be appropriate to go through all four stages sequentially. If a child is in imminent danger or is at risk from harm the matter should be referred to children' social care and/or the police.

## 8.2. Dealing with a disclosure

If a child reports, following a conversation you have initiated or otherwise, that they are being abused or neglected the following procedure should be followed:

- Listen to the pupil, take their allegation seriously and reassure them that you will take action to keep them safe.
- Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
- Do not guarantee confidentiality; referrals may have to be made in order to safeguard the pupil
- Only use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe (TED)
- Reassure the child that what has happened is not their fault and that they were right to tell someone
- Not criticise the alleged perpetrator;
- Explain what will happen next and who has to be told;
- Report orally to the designated leader as soon as possible but certainly on the same day. If the DSL is not available, report to the Deputy DSL, Headteacher or Proprietor.
- Keep any suspicions confidential and not discuss them with anyone other than those mentioned above
- Make a written note of the discussion as soon as possible and complete "**Reporting a concern form**" at least within 24 hours to give to the Designated Safeguarding Lead. Note time, date, place, people present and what was said. Records should be verbatim; the notes may be needed in subsequent court proceedings. All notes should be signed.
- Teachers are not required to investigate further but may be required to support or monitor the pupil in the future.
- Staff should bear in mind that children may not find it easy to disclose abuse and may need time before they feel ready to do so; in some cases, for example child exploitation, they may not recognise that what they are experiencing is abusive. Disclosure is more



likely where there is a trusting relationship with the staff member and the pupil feels safe to share information.

- It is important that where staff have reason to believe a pupil is at risk of harm but there is no disclosure, they persevere, giving the pupil time and space to disclose when they feel comfortable to do so. Any concerns should be shared with the designated safeguarding lead so that advice and support can be offered on how to support the pupil to engage. Consideration should also be given to addressing any communications difficulties that may be a barrier to disclosure.
- The DSLs or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, no DSL or deputy is available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from Education Safeguarding Service or via consultation with a social worker from the Camden's Children and Family Contact team ('Front Door' for children's social care referrals). In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.
- Members of staff have the right to contact the child protection agencies independently if it is felt that the school has not responded appropriately to concerns.

The contact details for the LSCP are:

**Camden Duty Line** – TEL: 0207 974 1553/3317 (9am to 5pm) or 0207 974 4444 (option 1) – outside office hours, weekends or bank holidays)

- LPEBL will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.  
[Thresholds-for-childrens-services.pdf \(cscp.org.uk\)](https://www.camden.gov.uk/children-s-safeguarding-and-social-work/thresholds-for-childrens-services.pdf)
- LPEBL will respond to concerns in line with the Camden Safeguarding Children Partnership (CSCP) procedures.
- The full CSCP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website:  
<https://www.camden.gov.uk/children-s-safeguarding-and-social-work>
- Specific information and guidance to follow with regards to accessing Early Help and Preventative Services and/or Children's Social Work Services as part of Children and Families Contact Service can be found here:  
<https://www.camden.gov.uk/early-help-for-children-and-families>

### 8.3. Referrals

Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, a 'referral' will be made immediately to Children and Family Contact team (via the Contact Service) and/or the police, in line with CSCP procedures.



- LPEBL recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with CSCP guidance which may involve multi-agency decision making.
- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps.
- They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Children and family Contact team.
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by CSCP. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- Where the referral raises concerns that the child is at risk of significant harm, the case will be passed on to Camden's MASH team to gather relevant information from other agencies.
- The Contact Service will inform the School within 1 working day of the outcome of any referral and what action CSSW (Children's Safeguarding and Social Work) will be taking. This may include any of the following:
  - ❖ Carrying out a child and family assessment to identify the child's needs and establish if the child is a child in need under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
  - ❖ Convening a strategy meeting under child protection procedures as set out in section 5 of the Children Act 1989 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.
  - ❖ Providing services for the child and their family in the meantime whilst work is on-going (including details of services).
- If the child already has an allocated CSSW social worker, the referral should be made directly to them. If the child is not already known to CSSW, referrals should be made to the Contact team. If the child lives outside Camden, a referral should be made to their home local authority.
- If the school/college does not think the child's situation is improving within a reasonable timescale following referral, this should be taken up with CSSW/Early help services via the designated safeguarding lead. Attendance at case conferences and core groups
- The designated safeguarding lead will liaise with CSSW to ensure that all relevant information held by the School is provided to CSSW during the course of any child protection investigation.
- The designated safeguarding lead will ensure that the school/college is represented at child protection case conferences and core group meetings or will ensure that a report is made available to the conference or meeting.

## Contacting the Police

- In the event that a criminal offence takes place on the School premises or police assistance is needed to deal with incidents, the School will follow the guidance set out in the NSPCC guidance When to call the police.

## Operation Encompass

- Operation Encompass is a national initiative that helps to safeguard children and young people who may have been exposed to domestic abuse. In practice, this means that if the police are called to a domestic abuse incident and a child has been present when this happened, then the police will notify the child's school/college's designated safeguarding lead. This will be done as early as possible in the morning and allow the school to silently support the child. This allows for rapid provision of support within the school environment and means that children are better safeguarded against the effects of domestic abuse.
- The School will take relevant action on receipt of all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass. There is no need for schools/colleges to make a referral to CSSW following a notification as the police will have already referred the case to the MASH.
- The designated safeguarding lead will inform relevant staff of any notification and agree what support (if any) the pupil should receive from the School.

Normally, when there are Safeguarding concerns, the DSL will contact parents before making a referral to Children's Social Care Services. However, there are some exceptions; see below.

### 8.3.1. Physical injury, emotional abuse or neglect

- The DSL will contact Children's Social Care Services. If there has been a deliberate injury or where there are concerns about the child's safety, the child's parents should not be contacted before first consulting with social services.
- Where emergency medical attention is necessary, it will be sought immediately. The DSL should inform the doctor of any suspicion of abuse.
- If a referral is being made without the parent's knowledge, and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
- **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested by calling 999.**
- If a pupil is known to be or become a victim of FGM (Female Genital Mutilation) or there are signs that a pupil may be victim of forced marriage, the DSL should be consulted, whom will contact the Social Services and the police if necessary.





- If a pupil shows signs of radicalisation and seems to be attracted to extremism the DSL should be consulted, who will contact the Local Prevent team or refer to the Channel programme if necessary.

### 8.3.2. Sexual abuse

- The DSL will contact Children's Social Care Services or Police Child Protection Team.
- The DSL will not speak to the parents.
- Under no circumstances should the DSL or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse.

The role of the DSL is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies.

### 8.3.3. Female Genital Mutilation (FGM)

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Note: staff must be alert to signs of FGM, CSE (child sexual exploitation), sexting, domestic violence, forced marriage, faith abuse and radicalisation and discuss their concerns with the DSL as soon as possible.

## 8.4. Early help

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs (see 8.12 below)
- children with mental health needs
- young carers
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime or county lines;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;



- children at risk of exploitation through modern slavery and trafficking; o children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
- children who have returned home from care;
- children who show early signs of abuse or neglect;
- children at risk of radicalisation;
- children at risk from honour based abuse ie: FGM, forced marriage o children who have a parent in prison or who are affected by parental offending; o privately fostered children;
- children who are persistently absent from school including for part of the school day.

Where the child's extra needs require services, consideration will be given to what early help support can be offered to a child by LPEBL. If the child requires an early help service from another agency, LPEBL will make a referral to the Early Help service (via the Children and Families Contact team) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child. Where the child is receiving an Early Help service, LPEBL will work as part of the Team around the Family and take up the role of lead professional where this is appropriate. Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given to making a referral for a statutory social work service.

## 8.5. Monitoring

In the instance where a concern is reported to the DSL, they will assess the situation and decide which service to contact in accordance with the procedure described at 8.3 above. A monitoring procedure will be put in place immediately and action will be taken in accordance with recommendations from the Children and Families Contact team.

Relevant members of staff will be asked to note observations about the child around whom the concerns have arisen by filling a "Report a Concern" form. All other relevant members of staff will be alerted to the monitoring of the child and will be asked to contribute any concerns or observations they deem appropriate. The observations reported will be discussed regularly with the DSL to ensure appropriate action is taken and to report matters to the Children and Families Contact team, as agreed with them.

If no indicators are found or appear to develop, all information will be stored securely in a locked filing cabinet in the school's office.

If indicators and concerns continue, appropriate action will be taken and recorded. As part of good practice, parents/carers will be advised that their child is to be monitored and involved in the process where suitable.



If a child is on a protection plan, information will be shared with Children's Social Care. In all such cases it is of utmost importance that action by the school is taken in accordance with the Children and Families Contact team's recommendations.

## 8.6. Prevention

The school will adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and children are encouraged to seek help from members of staff. Victims should be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Disclosure and Barring Service (DBS website: <https://www.gov.uk/government/organisations/disclosure-and-barring-service> )
- All staff are asked to disclose any reason that may affect their suitability to work with children at interview and sign a "staff suitability form" annually.
- Ensure those responsible for recruitment e.g. Proprietor/Headteacher have successfully completed the recommended Safer Recruitment training and that other members of staff, if involved in leading on recruitment, have successfully completed the training.
- Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents and follow the codes of conduct in the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education (May 2019) and Addendum (Avril 2020)



- Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

## 8.7. Dealing with allegations of abuse against staff

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

We understand that on occasions pupils may make allegations against a member of staff, and we recognise that staff, particularly male staff, can be vulnerable to accusations of abuse. Staff should take care not to place themselves in a vulnerable position with a pupil where an allegation can be made. This would include, but is not limited to, situations where the member of staff is giving one-to-one tuition, sports coaching, engaging in electronic communication, etc. In all instances staff must conduct themselves in an appropriate and professional manner. Staff must also be aware that where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children (e.g. domestic violence), the school will consider what triggered these actions and whether a child in the school could trigger the same reaction, therefore being put at risk.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with the LADO following the steps outlined below. In the case of serious harm the police will be informed from the outset.

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

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

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

If any allegation of abuse is made against a member of staff, the LSCP procedures will be followed, and we shall have regard to the guidelines on practice and procedure given in [Part 4 of Keeping Children Safe in Education \(2023\)](#).



- 1) The HT should consult the DSL in the first instance to discuss the nature context and extent of the allegation and agree on a course of action.
- 2) The Local Authority's Designated Officer (LADO) for Child Protection should be informed immediately (within one working day) and written records of the allegation should be taken, signed and dated, from the person who received the allegation (not the pupil).
- 3) Records should be taken of any information about dates, times, locations and names of potential witnesses.
- 4) An initial assessment of an allegation should be made by the duty officer and the Headteacher to judge whether there is need for immediate action to protect the pupil, the allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.
- 5) The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the Head, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the Head what action should follow both in respect of the individual and those who made the initial allegation.
- 6) Where a referral is made because the pupil has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCP procedures will be followed. The local authority will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware). The case manager will inform the accused person about the allegation.
- 7) If the allegation is not false or unfounded and there is cause to suspect a pupil is suffering, or likely to suffer significant harm, a strategy meeting will be convened
- 8) Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be taken into account if the allegation is about physical contact.
- 9) The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.
- 10) In cases where other interagency involvement is not required, the LADO will discuss with the DSL and Head what steps to take. The HT may decide to take no further action, to dismiss the person or not to use that person's services in the future.
- 11) Where further investigations are required before deciding how to proceed, the Head will decide, with the LADO, who will investigate; this may be an independent investigator provided by the Local Authority.
- 12) The HT and DSL will make the decision whether or not to suspend, given the risk to the pupil and where the allegations warrant investigation by police, as advised by the LADO.



- 13) Outcomes of allegations against members of staff may be defined as Substantiated, False, Malicious, Unfounded or Unsubstantiated.
- 14) If the allegation is substantiated, the person is dismissed or the school no longer uses his/her services, then the LADO will discuss with the school whether a referral should be made to the DBS
- 15) If the person is considered unsuitable to work with children, a report will be made to the Disclosure and Barring Service (DBS) within one month of their leaving the school.
- 16) If an allegation is not substantiated and the person returns to work, the school will support that person through offering for example, a phased return or a mentor.
- 17) Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded, or malicious should not be referred to in employer references
- 18) The DSL will inform Ofsted as soon as practicable and within 14 days at the latest, of allegations of serious harm or abuse by any person living, working, or looking after children at the premises and the action taken in respect of such allegations.

[Part 4 of Keeping Children Safe in Education \(2023\)](#) should be read carefully and followed should cases arise, including as to managing the exit arrangements.

Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:

- Behaved in a way that has harmed a pupil or may have harmed a pupil.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a pupil or children in a way that indicates that he or she would pose a risk of harm if they work regularly or closely with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children ( this includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk).

If a member of staff (either employed, contracted, a volunteer or a student) was asked to leave the school as they were no longer considered suitable for regulated activity, or resigned before the conclusion of an investigation, the Head would inform the DBS promptly. Where a teacher has been dismissed (or would have been dismissed if they had not resigned), and a prohibition order may be appropriate, then the school will consider making a referral to the Teacher Regulation Agency (TRA). The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute", or a "conviction at any time, for a relevant offence". Further information can be found in 'Teacher misconduct: the prohibition of teachers' (Teaching Regulation Agency April 2018, available on the TRA website).

The DBS will consider whether to bar the person. Referrals should be made as soon as possible



after the resignation or removal of the individual. Guidance on referrals can be found on GOV.UK.

This paragraph relates to members of staff who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

## 8.8. Dealing with allegations of abuse against another child

Where a pupil (or member of staff or volunteer) makes an allegation about the behaviour of a pupil or pupils against another pupil, and this is deemed to be – or could be deemed to be abuse, the allegation must be reported to the DSL who will consult with the Duty Social Work service for the borough, and follow guidelines as laid out in our Anti-Bullying Policy and general safeguarding guidelines as applicable. Most situations would be covered by the anti-bullying policy and so the member of staff should write down the incident exactly as reported and liaise with member of the Senior Management Team who will work with the DSL, following the anti-bullying policy procedures. The bully and victim will be dealt with separately in the first instance.

This includes child-on-child abuse: any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships. For more information on child-on-child abuse see paragraph 19 of this Policy.

The expectation regarding acceptable behaviour towards other pupils is made clear through the School's internal rules, reinforced by the anti-bullying policy, PSHCE lessons, the behaviour and discipline policy, as well as incidental form periods and assemblies.

## 8.9. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues (Policy on Whistle Blowing). All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously by SLT. Such disclosure may frequently, albeit not exclusively, relate to the alleged misconduct of a colleague where the observer has heard or seen something which suggests that a child has suffered or is suffering harm, or is likely to suffer harm at the hands of that colleague, or if they believe that a member of staff or other person working with pupils/children has displayed inappropriate behaviour or interest towards a child.



The concerns need not exclusively relate to children. Whistle blowing may also relate to a disclosure that a colleague has committed a criminal offence, or put someone at a health and safety risk, has committed financial malpractice (including bribery and corruption) or is covering up wrongdoing.

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

- General guidance can be found <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.

Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: <http://help@nspcc.org.uk>

- Other agencies include: Local Authority's Designated Officer; Children's Social Care; the Independent Schools Inspectorate (ISI); the Department for Education (DfE)

See separate Whistleblowing Policy

## 8.10. Low level concern

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child one-to-one in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

There may be occasions where something occurs which is out of the ordinary or which causes a member of staff to have doubts about the behaviour of another adult towards a pupil or another child. If these occasions are a safeguarding concern or allegation about a member of staff, then the Head should be contacted (see 8.6. Allegations against staff). If staff have a concern that you do not think is an allegation, or are uncertain, then you can follow the procedure for Low Level Concern. A Low Level Concern must be reported to the DSL and, if different, to the Head where a staff member is concerned about the behaviour of an adult, not





just where it is clear that a role or professional boundary has been broken. The purpose of Low Level Concern is to protect both pupils and the staff working with them and allows a system for a simple record to be kept, in case events are later referred to or any patterns emerge. **All low-level concerns should be recorded in writing. Records should include the details of the concern, how the concern arose, the actions taken and the name of the person sharing their concerns. If the individual wishes to remain anonymous, this should be respected as far as possible. Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.** The DSL will keep a record of all Low Level Concerns, and obtain the advice of the Local Authority as necessary. In the vast majority of cases, there will be a perfectly innocent explanation for what has occurred and staff should not feel that making a report, or being the subject of a report, will cause them to suffer any detriment or stigma where this is the case. Reporting these types of concerns is a neutral act, and the Head and DSL will, on receipt of a report, determine how best to approach the issue. The head should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold. The Head should ultimately be informed of all low level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL.

**Staff are encouraged to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.** It is accepted that there are occasions when school staff, as professionals, have to make decisions to act in a particular way in order to protect the health and safety and welfare of their pupils. This may, in some cases, put the adult in a vulnerable position and cause the adult, with hindsight, to consider that on reflection they might not act in the same way in a similar situation. In this scenario, staff must make a notification to the Head or the DSL.

Low level concerns which are shared about supply staff and contractors should be notified to their employers.

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

- Any incident where actions or behaviour towards a pupil may have been misinterpreted or may have given rise to a risk of misinterpretation;
- Use of inappropriate language, references or jokes to a pupil, even if intended in good nature;
- Use of inappropriate, aggressive or belittling tone towards a pupil or member of staff, even if unintended;
- Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols, even if initiated by the child and not responded to by the adult;



- Any unsupervised access to a pupil other than in the context of a planned one-to-one lesson or arranged meeting
- Any incident of physical contact with a pupil when no-one else is present, which goes beyond the normal expectations for that situation. Any incident where a member of staff has been alone with a pupil or pupils in a vehicle where this has not been authorised in advance;
- Any contact with pupils (that are not related to the member of staff) outside school (other than trivial incidents e.g. passing a pupil in the street, or the supermarket or noticing that they are sitting, separately, in the same restaurant or cinema);
- If a pupil becomes aware of a staff member's home address, mobile or home phone number, or non-school email address;
- If you suspect that a staff member becomes involved in a close or sexual relationship with a former pupil, regardless of the age of the pupil;
- The fact or, and explanation for, unsupervised access to a pupil on school trips;
- Non-trivial illnesses or accidents of pupils on school trips.

### 8.11. Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The proprietor will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual school head in the authority looking after the child.

### 8.12. Children with special educational needs and disabilities

The School acknowledges that children with Special Educational Needs and Disabilities (SEND) may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse and neglect. Indications of abuse will be reported as for other pupils. The Head will identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.



The proprietor will ensure their overarching safeguarding and child protection policies reflect the fact that 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 impairment without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

### 8.13. The child's wishes

Where there is a safeguarding concern the proprietor and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback, such as talk with DSL or deputy DSL and explain to the child why the information might need to be shared with someone else. Children and young people should know that their concerns will be treated seriously and they can safely express their views.

The proprietor should ensure that staff members do not agree confidentiality and always act in the best interests of the child

### 8.14. Children missing education

Children being absent from school, particularly repeatedly and/or for prolonged periods and children missing education can act as a vital warning sign of a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, "honour-based" abuse or risk of forced marriage. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

School staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

At La Petite Ecole Bilingue we acknowledge the requirement to have an admission register and an attendance register. All pupils are placed on both registers. We place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified



date, we consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

La Petite Ecole Bilingue uses the software *Scholarpack* to record admission and attendance.

It is important that the admission register is accurate and kept up to date. We regularly encourage parents to inform us of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

La Petite Ecole Bilingue monitors attendance and addresses it when it is poor or irregular. It is our duty to inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more (or two days for pupils with a CP plan).

Where a parent notifies LPEBL that a pupil will live at another address, we are required to record in the admission register:

- the full name of the parent with whom the pupil will live
- the new address
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies LPEBL that the pupil is registered at another school or will be attending a different school in future, The School records in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools must notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the [fifteen grounds](#) set out in the regulations, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register.

Where a school notifies a local authority that a pupil's name is to be removed from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- one of the [fifteen grounds](#) under which the pupil's name is to be removed from the admission register.



All schools are required to notify the local authority within five days when a pupil's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests for such information to be provided.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [Children Missing Education guidance \(September 2016\)](#).

## 8.15. Mental Health

Mental health issues affect at least 1 in 10 children and young people. They include depression, anxiety, low self-esteem, disordered eating, panic attacks, sleep problems and many other conditions and behaviours. They are often a direct response to what is happening in their lives. La Petite Ecole Bilingue recognises that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately-trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue, or be at risk of developing one.

Possible warning signs include:

- Persistent sadness — two or more weeks
- Withdrawing from or avoiding social interactions
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide
- Outbursts or extreme irritability
- Out-of-control behaviour that can be harmful
- Drastic changes in mood, behaviour or personality
- Changes in eating habits
- Loss of weight
- Difficulty sleeping
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance



- Avoiding or missing school The school aims to promote positive mental health for all staff and pupils.

Please refer to our Mental Health and Wellbeing Policy.

## 8.16. Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two pupils of any sex. They can also occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. La Petite Ecole Bilingue will ensure that all victims are taken seriously and offered appropriate support. Sexual violence and sexual harassment is not acceptable. Behaviours such as making sexual remarks (even if they are meant as compliments), grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

The school recognises that the following pupils can be especially vulnerable to sexual violence and sexual harassment:

- Children with Special Educational Needs and Disabilities (SEND)
- Pupils who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

Sexual violence: Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent: Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal



sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

**Sexual harassment:** Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- sexual 'jokes' or taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature
- upskirting
- online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos; unwanted sexual comments on social media; sexualised online bullying; exploitation; coercion and threats. Online sexual harassment may be stand-alone or part of a wider pattern of sexual harassment and/or sexual violence.

**Harmful sexual behaviours:** Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. For more information see NSPCC Harmful Sexual Behaviours. When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age, or if one of the children is prepubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Harmful sexual behaviours will be considered in a child protection context. The school recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

The PSHE curriculum covers the following issues according to the age and stage of development of the pupils:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong
- consent

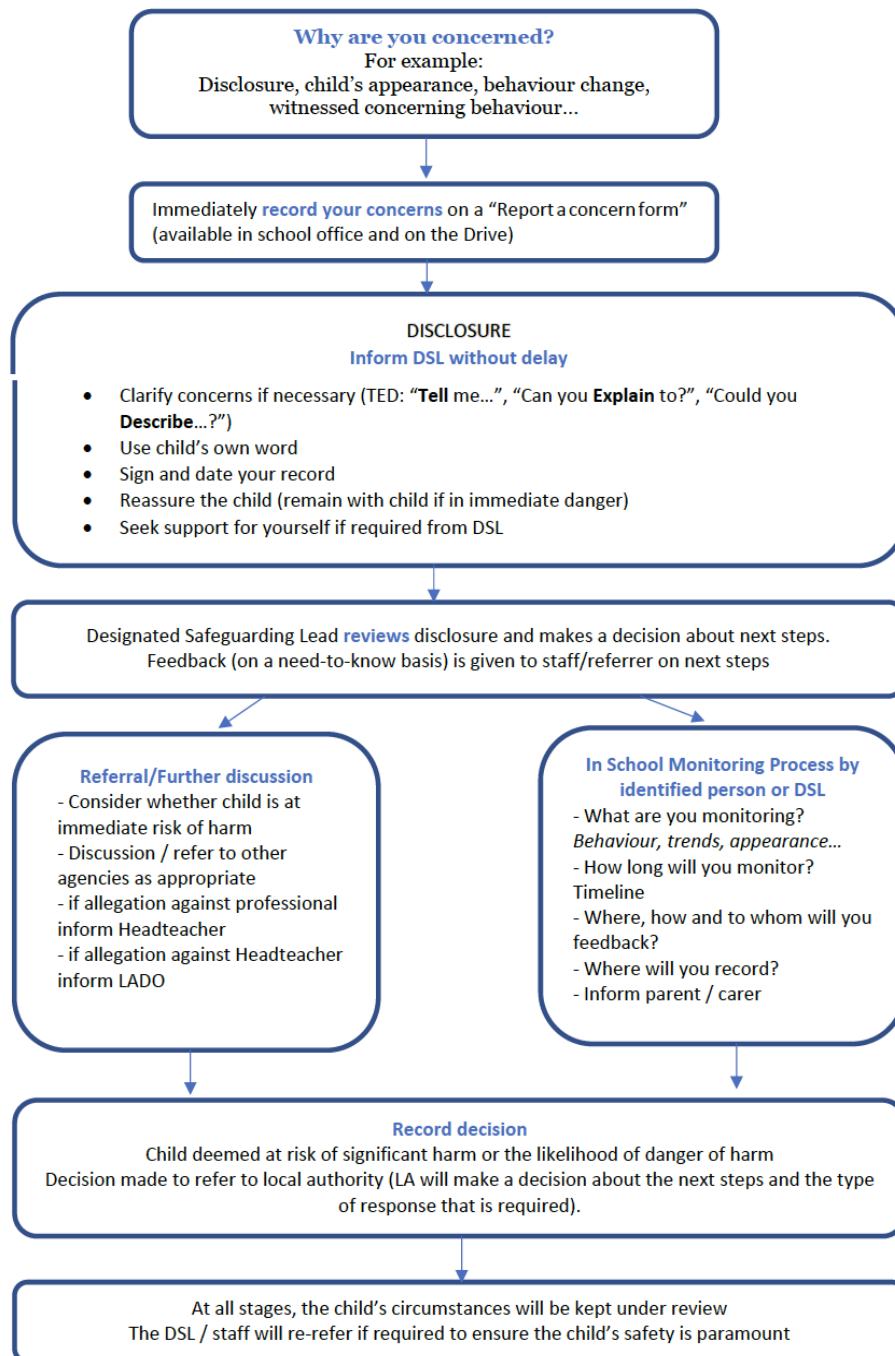
## Responding to allegations of sexual harassment and sexual violence

Pupils in our school know how to report concerns. All reports are treated seriously, including those that occur online or out of school. The school will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect both the victim and the alleged perpetrator. A written record will be made and next steps discussed, taking into account the views of the victim. A risk and needs assessment will be completed for all reports of sexual violence. The need for a risk and needs assessment for reports of sexual harassment will be considered on a case by case basis. The assessment, which will be kept under review, will consider:

- whether there may have been other victims
    - the victim, especially their protection and support
    - the alleged perpetrator
    - all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator or from future harms. La Petite Ecole Bilingue will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community.
- 18 Unsubstantiated, unfounded, false or malicious reports If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil and/or the person who has made the allegation is in need of help, or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual.



8.17. What to do if I have a safeguarding concern flowchart



## 9. Safety and security in school

Entry to school premises is controlled by secure doors and constant staff supervision. Authorized visitors are logged in and out of the premises. Unidentified visitors will be challenged by staff or reported to the Headteacher.

The presence of intruders and suspicious strangers loitering near the school will be reported to the Police and the Local Authority so that other schools can be alerted.

No internal doors to classrooms will be locked while pupils are present. All teaching rooms will have clear, unobstructed glass panels in the doors when possible. Doors of classrooms are open during 1-1 sessions.

Members of staff who work with children on a one-to-one basis are made particularly aware of policies and procedures with regard to safeguarding as the nature of their work means they are more vulnerable to allegations made against them or a pupil may see their individual lesson time as a private opportunity to make a disclosure. See Appendix A.

## 10. Extended school and off-site arrangement

Where extended school activities are provided by and managed by the school, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate safeguarding arrangements and procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential trips and work-related activities, we will check that effective safeguarding arrangements are in place.

It is the responsibility of the proprietor to vet the organisations wishing to use the school premises outside school hours to ensure that he is not unwittingly letting the premises to groups promoting extremist views or involved in criminal activities. If the School receives an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children, as with any safeguarding allegation, the School will follow its safeguarding policies and procedures, including informing the LADO.

## 11. First Aid and medical plans

Except in cases of emergency, first aid will only be administered by qualified first aiders. All first aid treatment will be recorded and significant injuries will be shared with parents at the earliest opportunity.

Children requiring regular medication or therapies for long term medical conditions will be made the subject of a medical plan that has been agreed with parents.

**First aiders: Natasha Henderson-Stewart, Julie Bonaz, Cecile Lemenager, Sarah Williams, Isabelle Labru, Anita Farkas and Geraldine Christin.**

## 12. Contractors

Building contractors who work on the school site will be made aware of this policy. Long-term contractors who work in the school during term-time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Senior Leadership Team (SLT) deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors and their employees to have direct access to pupils in non-teaching times.

## 13. Confidentiality and information sharing

Refer to DfE guidance [Information sharing, Advice to practitioners](#), July 2018.

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass



information to other professionals to help keep the child or other children safe.

- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Staff/volunteers should note that neither the GDPR nor the Data Protection Act 2018 prevent and limit the sharing of information. It does, however, provide a framework to ensure that personal information about a living individual is shared appropriately.

## 14. Online safety

### 14.1. Generalities

The school recognises that children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. All staff have received specific Online Safety training (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). This includes times when children may be remote learning at home.

La Petite Ecole Bilingue is a screen-free school and children do not have access to the internet during school hours.

Our internet safety policy is a separate document that recognises the need to have strategies to protect children in the digital world.

The school uses communications with parents and carers to reinforce the importance of children being safe online.

Where it is suspected that a child is at risk from internet abuse or cyber bullying, we will report our concerns to the appropriate agency. The school's Anti-Bullying Policy will also be adhered to. The school is conscious of potential child protection issues and of the need to protect children so that they are not exposed to potential harm, e.g. sexting and radicalisation. A firewall is operational in the School, and a valid subscription to an appropriate filtering service will be maintained.

### 14.2. Use of image

La Petite Ecole Bilingue operates the following policy on its website regarding the use of photographs, to ensure the privacy and safety of children at the school:



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

By observing these points, the school ensures that visitors to the website cannot link images of children to names of children.

When choosing photographs for the website, the school is mindful of the way children may appear in them and will not include images that are in any way inappropriate.

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

The school requires all parents using cameras to undertake that images are for private use only and are not shared in public arenas such as social network sites.

In the Early Years classes, parents and carers are reminded that any photography or videos of the children on personal devices are discouraged. If they still wish to photograph their child in a school event, then they are reminded that these photos are not to be shared on social media.

### 14.3. Use of mobile phones

The school has strict rules governing staff use of mobile phones, contained in the Code of Conduct.

The private use of personal mobile phones by staff is only permitted at staff break times and in areas in which children are not present. Mobile phones should never be used for personal reasons by staff while teaching or supervising children. Some staff will be informed that during an emergency situation such as a lock down or on a school trip their phone will need to be turned on but on silent mode.

Staff are not allowed to take pictures with their personal cameras or mobile phones. All types of pictures and video recordings for educational purpose should be done with the School camera or I-pad. In no circumstances should pictures of pupils be used for other purposes than those authorised by the School.

### 14.4. Remote learning

Where national or local restrictions require the whole school to close, La Petite Ecole Bilingue will teach remotely using the Google Classroom platform.



All parents at the school digitally signed a consent form. They undertake not to disclose the access password of their child's class blog in order to comply with Data Protection regulations and work together towards the protection of all the pupils in the school. At the beginning of the school year, Parents are provided with a code to access their child's Google classroom. Classes are renewed every year and content is archived at the end of the school year.

Pupils will be expected to log in daily to Google Classroom under the supervision of their parents.

For live teaching sessions, La Petite Ecole Bilingue uses the platform Zoom or Teams with a unique password for each lesson.

In the case of the school being closed due to a compulsory full or partial closure, the school will follow the protocols outlined to ensure that our high level of vigilance and surveillance continues to safeguard our pupils.

## 15. Safer Recruitment and suitability of staff, including visitors and volunteers

The school follows the recommended guidelines for recruiting and selecting staff including all required checks and ensuring necessary safeguarding questions are asked during the interview process and on the application forms (See Safer Recruitment Policy). All staff on the Senior Management Team and any staff responsible for recruitment have been trained in Safer Recruitment. When recruiting a new member of staff there will always be at least one member of the interview panel who has been trained in Safer Recruitment. All members of staff, including external staff such as music peris, are given a copy of the Code of Conduct as part of their induction in the school. They are made aware of the location of all our Policies. They are made aware of the school's procedures for Children Missing in Education and also the school's Behaviour Policy. All staff are required to read KCSIE Part 1 and Annex A (and Annex B for school leaders and those who work directly with children). All staff will be given a safeguarding induction by the DSL or one of the DDSs. All staff will be asked to sign a Confidentiality Agreement (see Annex 22).

For all supply agency staff written confirmation is obtained that their staff are fully vetted. If they work at LPEBL on a regular basis, they will be given a full safeguarding induction. Staff are required to wear identity lanyards. All fully vetted staff must wear blue lanyards, indicating they have undergone all school safeguarding induction procedures, including DBS check, and can therefore be unsupervised on school premises. This includes kitchen staff. Visitors, volunteers or staff who have not completed all safeguarding induction procedures, must wear visitor lanyards, indicating they must be supervised by a member of staff. This includes visiting contractors such as IT support and general building maintenance staff, unless they are regular



visitors and are therefore DBS checked and have attended a safeguarding induction. All visitors must sign in and out at Reception. They must wear a visitor lanyard whilst on the premises and will be challenged if not wearing a lanyard. If a member of staff is using the school gates at the same time as a visitor entering, then they should ask who they are and who they are there to see, to determine whether they can escort them to reception to sign in. A vetting and ID check specific to visiting public speakers, such as those speaking in assembly or to classes, will be carried out for each visiting speaker, even those invited in and known by staff or pupils (see Appendix 22). This will be approved and signed by the DSL and a copy of photographic ID will be kept on file by the DSL. The member of staff responsible for the visitor must ensure all paperwork is completed in advance and given to the DSL. For any volunteer not engaging in regulated activity, the person inviting in the visitor should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate. In doing so they should consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check;

This should be ratified by the Head and details of the risk assessment should be recorded. All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures. The Safeguarding and Child Protection policy is also available to parents on the school website.

## 16. Safeguarding and child protection training

All adults working at the School who may be in regulated activity with children receive annual safeguarding and child protection training in accordance with advice received from the LSCP. This includes staff, proprietors, coaches, temporary staff and volunteers. This should enable them to recognise the possible signs of abuse, neglect and radicalisation and to know what to do if they have a concern.

Training includes:

- appropriate child protection training to identify and be alert to possible causes or symptoms of abuse, including the early signs of child-on-child abuse and sexual violence and sexual harassment (induction and regular updates at least annually, to be refreshed at least every 2 years and to include Prevent and on-line safety (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)). In addition, all staff members will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins or staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard



children effectively.

- reading this policy;
- reading the Staff Code of Conduct, including staff/pupil relationships and communications;
- reading the Whistleblowing Policy;
- reading the Behaviour Policy;
- reading the Anti-Bullying Policy;
- reading the Online Safety Policy;
- reading and signing the Acceptable Use Agreement;
- being informed of the identity of the DSL and the Deputy DSL and procedures for informing of concerns;
- being informed of the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods;
- receipt and reading of part one of KCSIE and Annexes A & B;
- receipt and reading of what to do if you're worried a child is being abused;
- appropriate Prevent duty training.

All staff will be issued with Part 1 of KCSIE whenever it is updated by the DfE and reminded of their obligation to read it. At the end of their training, staff (including temporary), proprietors, volunteers and coaches will sign to confirm they have read, understood and agreed to comply with the requirements outlined in these documents (see Appendix 21.2).

Members of the senior leadership team will receive a copy of this policy and be expected to read all of KCSIE.

The Head and all staff members will undertake appropriate safeguarding training which will be updated at least every three years. In addition, all staff members will receive safeguarding and child protection updates including online safety via email and/or staff meetings on a regular basis and at least annually.

Staff development training will also include training on online safety which should, amongst other things, include an understanding of the filtering and monitoring systems and processes in place in the School, searching pupils for prohibited and banned items, and Prevent duty training assessed as appropriate for them by the School.

Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child-on-child abuse, harmful sexual behaviour, child criminal and child sexual exploitation, female genital mutilation, cyberbullying, prejudice-based and discriminatory bullying, gangs and mental health, to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

The DSLs and Deputy DSLs will undertake training to provide them with the knowledge and skills





required to carry out the role. This training includes inter-agency working and Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role.

The SMT will receive training in safer recruitment at least every five years. The DSL and Deputy DSL will also attend conferences and training days to develop their competence in safeguarding and child protection. A record on the SCR will be kept of Safeguarding training.

## 17. Monitoring and evaluation

Our Safeguarding Policy and procedures will be monitored and evaluated by:

- Proprietor termly visits to the school
- SLT 'drop-ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance and behaviour data
- Scrutiny of range of risk assessments
- Scrutiny of minutes of staff meetings, records of concerns and safeguarding records
- Logs of bullying/racist/behaviour incidents for SLT and proprietor to monitor
- Termly reviews of procedures aimed at safeguarding children in various circumstances
- Review of parental concerns and parent questionnaires
- Annual full safeguarding audits by the proprietor
- The SLT will also undertake an annual review of its approach to online safety and filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks its pupils face.

## 18. Legal framework and references

This policy has been informed by and complies with:

- DfE statutory guidance [Keeping Children Safe in Education \(2023\)](#),
- Government advice for schools June 2015 [The Prevent Duty](#) and The Counter-Terrorism and Security Act (2015)
- DfE 'What to do if you're worried a child is being abused' (March 2015)
- DfE guidance 'Working Together to Safeguard Children' (dated December 2023 and last updated 23 February 2024).
- DfE guidance 'Multi-agency statutory guidance on female genital mutilation' (2018)
- Children missing education September 2016
- UKCCIS Sexting in schools and colleges: responding to incidents and safeguarding young people, August 2016
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2015



- The use of social media for online radicalisation (July 2015)
- Disqualification under the Childcare Act 2006
- Relationships and Sex Education (RSE) and Health Education" (DfE, 2019, updated September 2021)
- Ofsted Inspecting safeguarding in early years, education and skills settings.

See also: Anti-bullying Policy, Behaviour Policy, Complaints Policy, E-Safety/Acceptable use Policy, Whistleblowing Policy, Safe Recruitment Policy, Code of Conduct for Staff, First Aid, Health and Safety and EYFS-specific policies and procedures, PSHCE policy, Prevent Risk Assessment Action Plan and Prevent Risk Assessment, Mental Health and Wellbeing Policy.

Review date: 4 September 2023

Signatures

Proprietor: Anne Henderson-Stewart

Headteacher: Natasha Henderson-Stewart

DSL: Marie-Joelle Deschamps

DDSL: Julie Bonaz

Leménager Cécile

## APPENDIX A

### a) Definitions and types of abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, 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 a stranger. They may be abused by an adult or adults, or another child or children.

There are four types of child abuse. They are defined in the DfE Statutory Guidance 'Keeping Children Safe in Education' as follows:

**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.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children. The [Children Act 1989](#) introduced the concept of "Significant Harm" as the threshold that justifies compulsory intervention in family life in the interests of children.

There are no absolute criteria to rely on when judging what constitutes significant harm. Overall, it can be described as the detrimental outcome of various forms of child maltreatment to the child's wellbeing.

- Harm is defined as the ill treatment or impairment of health and development.
- Development means physical, intellectual, emotional, social or behavioural development.
- Ill treatment includes sexual abuse and forms of ill treatment that are not physical.
- Health includes physical or mental health.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.

There are four main categories of abuse – **physical, neglect, sexual and emotional**.

**The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms.** It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse. These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent



action. If there are reasonable grounds for suspicion, then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

### **Other Types of abuse:**

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

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

**Domestic Abuse :** The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse. Domestic abuse represents one quarter of all violent crime.

#### *How does it affect children?*

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. The abuse can encompass, but is not limited to:



- psychological
- physical
- sexual
- economic
- emotional
- controlling or coercive behaviour.

Children can be victims of domestic abuse. They may witness, see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own personal relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

*What are the signs to look out for?*

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

*What should I do if I suspect a family is affected by domestic abuse?*

Contact the National Domestic Abuse Helpline: 0808 2000 247.

In an emergency dial 999.

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

**Radicalisation and extremism:** The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's



services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"- See government advice for schools June 2015 [The Prevent Duty](#)). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

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

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

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

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

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

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

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved.



For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

**Child-on child abuse:** All staff should recognise that children are capable of abusing their peers. Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. For more details on child-on-child abuse see paragraph 19 of this Policy.

**Honour Based Abuse (HBA)** is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour. Abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

**Forced Marriage** is where one or both people do not or cannot consent to the marriage, and pressure or abuse is used to force them into marriage.

**Breast Ironing**, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.

**A child going missing from education is a potential indicator of abuse or neglect. (See 'Children Missing Education' mentioned above).**

**Contextual Safeguarding:** Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (or DDSL) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

**Serious Violence:** All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absences from school, a change in friendships or relationships with older individuals or groups. Unexplained gifts or new possessions could also indicate that children have been appro



## b) Signs of abuse

### Signs of physical abuse

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury.

The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.



## Signs of emotional abuse

### *Developmental issues*

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

### *Behaviour*

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### *Social issues*

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### *Emotional responses*

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

## **Signs of sexual abuse**

### *Physical observations*

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

### *Behavioural observations*

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

## **Signs of neglect**

### *Physical indicators of neglect*

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated



### *Behavioural indicators of neglect*

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### **Personal space**

“Personal space” is the private area of control inside an imaginary line or boundary that defines each person as separate. Ideally, that boundary helps us stay in charge of our own personal space. It helps keep out the things that make us uncomfortable - unsafe and unwanted feelings, words, images, and physical contact. Solid social rules strengthen the boundary. Behaviours that routinely disrespect or ignore boundaries make children vulnerable to abuse.

## c) Additional concerns

### i. Working with children one-to-one

Working with children in one-to-one situations requires additional safeguards to be in place. Adults working in one-to-one settings are more vulnerable to unfounded or malicious allegations being made against them. One-to-one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.

Teachers also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Principles from [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education \(May 2019\)](#)

- The welfare of the child is paramount
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.



- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.

#### *Working arrangements*

- It is the policy of this school that one-to-one teaching is often in the best interest of the child.
- A teacher must carefully consider the needs and circumstances of the child when in one-to-one situations
- It is advisable to leave the door of the classroom open when working in a one-to-one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.
- Parents/guardians of children who are to be involved in one-to-one teaching will be informed and their consent sought in writing. A copy of the timetable will be given to the HT.
- In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open.
- If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager.

#### *Confidentiality*

- Teachers have a duty to report any concerns regarding a child's welfare
- Teachers must be aware of the contents of the Safeguarding Children Policy and the name of the DSL
- If a child discloses any information about abuse, the teacher must not ask leading questions or promise confidentiality
- All concerns must be recorded, dated and signed

#### *ii. Physical contact and use of reasonable force*

Parents can feel confident that careful procedures are in place to ensure all staff and volunteers are suitable to work with children. Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour, as per the school's Physical Restraint Policy. This should be taken into account if the allegation is about physical contact. Physical intervention is allowable when averting immediate danger of personal injury.

Physical contact for the purpose of punishment is never allowed.

Staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person, or to the child themselves. Passive physical contact (e.g. standing between pupils or blocking a pupil's path) may be as effective as active physical contact (e.g. leading a pupil by the arm out of a classroom). However, we



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

## APPENDIX B

### a) Procedures for dealing with allegation made by or against a parent

- i) An allegation of abuse made by or against a parent should be reported immediately to the Head and DSL– or his deputy.
- ii) The Head or DSL should consult the local authority Safeguarding Children Referral & Assessment Team and obtain written details of the allegation, signed and dated, from the person who received the allegation.
- iii) In cases which may appear to be borderline, the Head should not make a judgement about referral but consult with the local authority designated officer (LADO) the initial assessment of an allegation. This may be done tentatively without giving names in the first instance.
- iv) With advice, the Head will judge the need for immediate action to protect the child.
- v) The Head should record any information about dates, times, locations and names of potential witnesses, but not attempt to investigate, being sure not to jeopardise a potential police investigation by, for example, asking leading questions.
- vi) In case of serious harm, the police should be informed from the outset.
- vii) Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCP procedures will be followed.
- viii) The local authority will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware).
- ix) The Head will inform the accused about the allegation, after consulting the LADO.

### b) Partnership with parents

The school works closely with parents but their privacy and that of their children should be respected at all times. However, the priority remains the needs of the child and effective liaison is crucial for this. It should be recognised that families from different backgrounds and cultures



have differing approaches to child-rearing and these differences should be acknowledged and respected, provided they do not place a child at risk, as defined in this policy.

Wherever possible staff should work with parents and share information with them. Local authority intervention is primarily to identify needs and ways of providing support to families. Permission for sharing information with outside agencies should be sought unless a child is thought to be at risk of harm. In these cases, the DSL should seek advice from the LADO or make a child protection referral. The school will, in most circumstances, endeavour to discuss all concerns with parents and families about their children. However, there may be exceptional circumstances when the school will consult in principle regarding concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection Procedures). The school will aim to maintain a positive relationship with all parents and families where the priority is the safety and welfare of the children .

### c) Guidance on child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should understand that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the DSL or the deputy. It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)



- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) (see below for further details)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to La Petite Ecole Bilingue's policy and procedures with regards to child-on-child abuse, outlined below.

#### **Procedures to minimise the risk of child-on-child abuse:**

- Educating staff: 'child-on-child' is included in safeguarding induction and annual training
- Educating children: ensuring that children have an age-appropriate understanding about child-on-child abuse via:
  - PSHE sessions in class (including bullying)
  - Assemblies
  - Anti-Bullying Week – understanding possible causes and the schools zero tolerance attitude towards bullying
  - Being willing to have an open dialogue with parents about experiences or concerns over child-on-child abuse
- There is an established ethos of respect, friendship, courtesy and kindness which sets out the school's expectations and consequences for unacceptable behaviour together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum with discussion with the children, however we recognize despite this we need to be alert to child-on-child abuse.

As part of this education, staff at La Petite Ecole Bilingue will challenge the attitudes that underlie such abuse (both inside and outside the classroom). This includes an understanding that child-on-child abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Staff should be clear that at LPEBL there should be a zero tolerance approach to abuse. The school also recognise, as outlined in KCSIE 2022, the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.



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

Any child-on-child allegation must be referred to the DSL immediately and recorded, using the school's child protection procedures as set out above. The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying (Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally), fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if it involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online

Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact the relevant Child Services, in accordance with the LSCP's procedures, immediately, and in any event within 24 hours of the DSL becoming aware of it. Where it is clear a crime has been committed or there is a risk of crime being committed the Police will also be contacted. The DSL will discuss the allegations/concerns with the relevant local authority and agree on a course of action, which may include:

- A. Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B or C should ordinarily apply. However, where support from local agencies is not suitable, the School may handle allegations/concerns internally. In these cases, the School may engage and seek advice from external specialists (either in the private and/or voluntary sector) or use internal support.
- B. Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family.



These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.

- C. Refer child/children to children's social care for a section 17 and/or 47 statutory assessment. Depending on the circumstance, the Police may be involved e.g. section 47

In all of the scenarios, the school, along with the relevant agencies or specialists will support both the child who has experienced the abuse, ensuring that further abuse does not take place as well as helping children overcome any difficulties arising from the original situation. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected. The victim and perpetrator will be provided with support to prevent any reoccurrence of improper behaviour. Victims and alleged perpetrators will be kept apart in classrooms and other shared spaces, and that consideration will be given about travel to and from school. The emphasis should be on ensuring that the victim can continue their normal routines. We will consider the conduct of the alleged perpetrator on the 'balance of probabilities' and apply appropriate and proportional consequences.

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

The following guidance and advice for schools is also available:

- Farrer & Co [Peer-on-Peer Abuse Toolkit](#)
- [Part 5 of Keeping children safe in education on 'Child on Child Sexual Violence and Sexual Harassment'](#)
- [Relationships and sex education \(RSE\) and health education curriculum](#) and related documents

### **Consensual and non-consensual sharing of nude and semi-nude images and/or videos**

All incidents of sharing nudes and semi-nudes will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved. Young people who share nudes and semi-nudes of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident. All incidents of sharing nudes and semi-nudes should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to sharing nudes and semi-nudes is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of. If staff become concerned about a sharing nudes and semi-nudes issue in



relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). Staff will not look at, share or print any indecent images. The confiscated device will be passed immediately to the DSL. The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents and carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm, a referral will be made to the police immediately. The police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age. The DSL will make a judgement about whether a reported sharing nudes and semi-nudes incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation, sending or showing of images without the knowledge or against the will of a young person who is pictured. Aggravated incidents of sharing nudes and semi-nudes will be referred to Social Services for advice about whether or not a response by the police is required. This will facilitate consideration of whether:

- there are any offences that warrant a police investigation
- child protection procedures need to be invoked
- parents and carers require support in order to safeguard their children
- a referral to the Multi-Agency Risk and Vulnerability (MARVE) Panel is required
- any of the perpetrators and/or victims require additional support, this may require the initiation of an early help assessment and the offer of early help services.

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts that are unusual for the young person's developmental stage or are violent



➤ sharing of indecent images places a young person at immediate risk of harm, for example the young person is presenting as suicidal or self-harming.

The DSL will make a judgement about whether or not a situation in which nudes and semi-nudes have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future. In the latter instance, the DSL will consult with the police and Social Services to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

### **Viewing the imagery**

Adults should not view nudes and semi-nudes unless there is a good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery. Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil. If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL will:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the head teacher
- ensure viewing is undertaken by the DSL or deputy DSL with delegated authority from the head teacher
- ensure viewing takes place with another member of staff present in the room, ideally the head teacher, another DSL or a member of the Senior Leadership Team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school premises, ideally in the head teacher's or DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the pupil's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted/ ISI for recording safeguarding incidents.

### Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery. More information on online safety can be found in our ICT policy.

## APPENDIX C

### a) Recording a Safeguarding Concern form

Reporting a Safeguarding concern form can be found in the school office.



### Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the DSL (Marie-Joelle Deschamps) if they have a safeguarding concern about a child in our school.

| Information Required                 | Enter Information Here |
|--------------------------------------|------------------------|
| Full name of child                   |                        |
| Date of birth                        |                        |
| Class/tutor group/form group         |                        |
| Your name and position in the school |                        |



|   |  |
|---|--|
| <p>Nature of concern/disclosure</p> <p><i>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.</i></p> <p><i>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]</i></p> <p><i>[Make it clear if you have a raised a concern about a similar issue previously]</i></p> |  |
| <p>Time &amp; date of incident:</p>   |  |
| <p>Name and position of the person you passing this information to?</p>   |  |
| <p>Your Signature</p>   |  |
| <p>Time and date form completed</p>   |  |
| <p>Time form received by DSL</p>  |  |
| <p>Action Taken by DSL</p>  |  |
| <p>Referral made to External agency [yes/no, date and time]</p>   |  |



|  |  |
|--|--|
| Referral made to police<br>[yes/no, date and time]                             |  |
| Parents Informed [yes/no, date<br>and time]                                    |  |
| Feedback given to teacher<br>[yes/no, date and time]                           |  |
| Feedback given to child<br>[yes/no, date and time]                             |  |
| Feedback given to person who<br>recorded disclosure<br>[yes/no, date and time] |  |
| Further Action Agreed  |  |
| Full Name of DSL   |  |
| Signature of DSL   |  |
| Date of Signature  |  |



## b) Safeguarding forms for staff and visitors

**Confidentiality Agreement Form**

As a member of staff or volunteer it is important that you are aware of essential safeguarding procedures. **The named Designated Safeguarding lead (DSL) is Marie-Joelle Deschamps, the English Deputy Head, and the Deputy Designated Safeguarding Leads are Julie Bonaz, the French Deputy Head and Cecile Lemenager, the Office Manager.** Please inform the DSL or the DDSL immediately if you have any Safeguarding or Child Protection concerns. If you are a member of staff or volunteering in school on a regular basis (more than three days in a month) you must attend a formal safeguarding induction with a DSL or DDSL before you start.

**The Agreement**

This confidentiality agreement applies to all persons working directly/indirectly with children at LPEBL.

## The Terms of Agreement

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

Signature: \_\_\_\_\_

Date \_\_\_\_\_

Print name: \_\_\_\_\_



## Safeguarding Induction

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

- LPEBL Code of Conduct
- LPEBL Safeguarding Policy
- LPEBL Whistleblowing Policy
- Keeping Children Safe in Education (Part 1), including Annexes A and B
- [what to do if you're worried a child is being abused](#) (March 2015)

Please initial if you agree with the following:

I have been given and have read the LPEBL Safeguarding Policy

I have attended Child Protection Training (tick as appropriate):

- with an external body \_\_\_\_\_ on \_\_\_\_\_ (date).
- Internally at LPEBL with \_\_\_\_\_ (DSL) on \_\_\_\_\_ (date).
- I know where all the LPEBL policies are kept and that I can request a hard copy from the DSL.
- I will use my professional judgement and understanding of safeguarding, if living with a person barred from working with children
- As a result of the documents I have read and the induction, I understand the safeguarding policy and procedures, the Behaviour Policy, methods of making referrals, policy and procedures for 'children missing from education'.
- I have been given and have read the Playground Risk Assessment

Print name: \_\_\_\_\_

Role: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### Visiting Speaker Self-Declaration Form

Individuals who are invited to speak at LPEBL are asked to complete this Self-Declaration Form to ensure a safe learning environment for our pupils. This form should be completed and signed on arrival at the School. If you are not already directly known at LPEBL, then on the day that you are engaged to speak at school please bring an original, current photo document confirming your identity and show this on arrival. Examples of documents that may be provided are a passport or a photo-card driving licence. (Please note: parents, ex-pupils or ex-staff known to the school do not have to provide this.)

To be completed by the visiting speaker

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

Name:.....

Date:.....

Signed:.....

**LPEBL is committed to safeguarding and promoting the welfare of children**

### Visiting Speaker Vetting Form

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

Name of Speaker:

Subject of Talk and age range Date of Talk:

Name of Host Member of Staff:

How Speaker is known to Host:

Reason for Talk:

Have you carried out an internet Search? Yes/No

Have you carried out other investigations (e.g. references)? Yes/No

Results of search and other information known about speaker:

Signed:

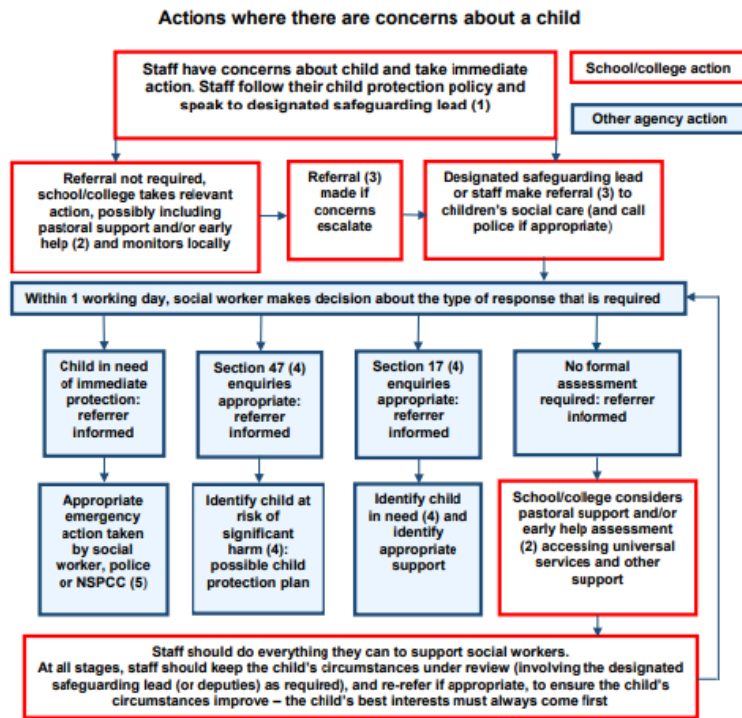
Date:

Confirmed by DSL and signed:

Date:

**LPEBL is committed to safeguarding and promoting the welfare of children**

c) Response Diagram in the instance of a disclosure



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

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

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

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

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

## APPENDIX D – Relevant links

### National resources:

[Abuse](#)

[Bullying and cyberbullying](#)

[Children missing education](#)

[Child sexual exploitation \(CSE\)](#)

[Criminal exploitation of children and vulnerable adults county lines](#)

[Domestic abuse](#)

[Female genital mutilation \(FGM\)](#)

[Forced marriage](#)

[Mental health and behaviour in school](#)

[The prevent duty 2015](#)

[School attendance](#)

[National Society for the Prevention of Cruelty to Children](#)

### Local resources

[Camden Safeguarding Children Partnership](#)

[Multi-Agency Safeguarding Hub \(MASH\)](#)

|  |                                 |
|--|---------------------------------|
| <b>Date of adoption of this policy</b>     | 15 September 2023               |
| <b>Date of last review of this policy</b>  | 11 September 2023               |
| <b>Date for next review of this policy</b> | 11 September 2024               |
| <b>Policy owner (SLT)</b>                  | DSL and Headteacher             |
| <b>Authorised by</b>                       | DSL, Headteacher and Proprietor |