

Khalsa Primary School – Southall



Child Protection and Safeguarding Policy

Committee with oversight for this policy – Curriculum & Standards	
Policy last reviewed by the Curriculum & Standards Committee	20/03/2013
Policy last ratified and adopted by Full Governing Body	27/03/2013
Policy / Document due for review	Spring 2014

Khalsa Primary School - Southall

Child Protection and Safeguarding Policy

1. Introduction and Aims

At Khalsa Primary School - Southall it is the intention of the governors and staff that we provide a happy, secure and caring place in which everyone thrives, receives support and has the opportunity to achieve success.

This document sets out the overarching policy and procedures to be followed to safeguard children accessing services at the school.

Where services in the school are provided by a number of different organisations (for example Speech therapy, Educational Psychology); **this policy and procedure must act as the overarching guidance for the school.**

All school users should be familiar with its content. If this content is at variance with existing policies which would render this document ineffective the existing policies must be amended in accordance with this document.

However, this document does not replace existing agency or single organisation policies, but acts as a shared document to clarify safeguarding roles and responsibilities within a school in which a number of different services and organisations may deliver services.

Schools that let their premises to external providers or commission services themselves should also refer to the Extended Schools Safeguarding and Best Practice Guidance July 2010.

This policy will be made available to all members of the school community in hard copy or electronically. It is also available on the school website to be accessed by parents/carers.

The staff and governors of Khalsa Primary School - Southall recognise their legal duty to safeguard children, including their legal duty to refer concerns of child abuse or neglect to the appropriate investigating agency, and also recognise that this duty of care extends to protecting children from harm and neglect outside the school.

The School Governing Body recognises the importance of supporting the school community in meeting its obligations regarding safeguarding and protecting children.

Khalsa Primary School - Southall aims to follow the procedures set out in Ealing's Child Protection Policies and Procedures (Yellow Book), the London Child Protection Procedures; and (as applicable), The Early Years Foundation Stage, and the DFE's Safeguarding Children and Safer Recruitment in Education 2007.

Khalsa Primary School - Southall is committed to:

1. Raising the profile of Safeguarding and Child Protection, including the need for constant vigilance amongst staff and adults working at the school.
2. Establishing and implementing effective procedures for identifying, reporting, and monitoring all concerns about children/families.
3. Establishing and implementing effective working arrangements to support children in accordance with agreed child protection/child in need plans.
4. Providing a curriculum and learning environment, which promote the development of the attitudes and skills children need to keep safe.

5. Establishing and implementing the recommended procedures for safer recruitment as they apply to staff, students and volunteers.
6. Ongoing training for all colleagues.

2. Objectives of the Policy

The objectives of this policy are to:

1. Raise the awareness of everyone working at the school of their duty to act immediately in identifying and reporting concerns about children/families.
2. Clarify roles and responsibilities in relation to safeguarding children.
3. Clarify safeguarding roles and responsibilities for different organisations that deliver services in the school.
4. Set out the procedures for reporting initial concerns and making referrals.
5. Set out the procedures for the ongoing monitoring of children identified to be at risk.
6. Set out the procedures for reporting to and attending child protection meetings.
7. Set out the procedures for safer recruitment

3. Roles and Responsibilities

Every service or organisation that regularly delivers services to children and families in the school must have a dedicated person to act as the lead on all safeguarding children issues. This person would be the Designated Teacher (DT) or Nominated Safeguarding Children Advisor (NSCA) and the school office will maintain a list of all DT/NSCAs for the organisations delivering services in the school.

The role of the Designated Teacher (DT) is to:

1. Take the lead in safeguarding all children accessing the school.
2. Ensure a deputy Designated Teacher is in place.
3. Ensure that all staff know how to contact them or their deputy at all times.
4. Ensure they have up to date Safeguarding and Child Protection training (within two years).
5. Keep their local knowledge of Safeguarding and Child Protection policy and procedures current inline with local guidance (yellow book) and Government policy (London Safeguarding Children Guidance blue book.)
6. Provide advice to staff about how to take a concern or complaint forward.
7. Liaise with local statutory agencies to seek any further advice and guidance as needed.
8. Keep a record of any concerns, discussions, decisions and referrals.
9. Keep accurate records for all children on Children In Need (CIN) and Child Protection Plans.
10. Contribute to and attend case conferences, core groups or strategy meetings as required.
11. Ensure all staff are inducted and understand their role in local Safeguarding and Child Protection policies and procedures in line with Ealing's Yellow Book.

The Designated Teacher (DT) is responsible for:

1. Reporting immediate concerns, where the child is considered to be at imminent risk of harm to the police by dialing 999.
2. Reporting urgent concerns immediately to Social Care Customer Contact Centre: Tel: (020) 8825 8000 Email: sscallcentre@ealing.gov.uk
3. Taking advice from the local authority Child Protection Advisors, if unsure whether to make a referral, Child Protection Admin: Tel: 020 8825 8930
4. Discussing concerns with parents, before making referral unless there is a risk of further harm to the child.
5. All allegations made against staff, volunteers, students or governors must be reported:
 - To the Local Authority Designated Officer (LADO) Rupinder Virdee Tel: 020 8825 5268 Email: virdeer@ealing.gov.uk immediately, Rupinder Virdee or a nominated person in her absence will support the Nominated Safeguarding Children Advisor in following through appropriate procedures and actions.
 - And if the allegation is against the head/manager/proprietor this must be reported immediately to the LADO as above and to the Chair of Governors, and to:
 - Ofsted
 - And
 - Schools Human Resources (if applicable)
6. Ensuring recording and maintaining of appropriate records, which are kept securely.
7. Ensuring records and information are shared with appropriate professionals in line with local information sharing policy.
8. Managing the monitoring of attendance, development and wellbeing of children subject to Child Protection or Children In Need plans.
9. Providing ongoing supervision and guidance for staff working with children subject to Child Protection or Children In Need plans.
10. Ensuring that the school policies and procedures for safeguarding are known and adhered to by colleagues.
11. Acting as a source of advice within the school, seeking further clarification when needed and ensuring their own and staff training is up to date.
12. Identifying and addressing deficiencies in the internal safeguarding procedures as they arise.
13. Ensuring the appropriate person attends and contributes to case conferences and core group meetings.

The Governing Body is responsible for:

- Ensuring that appropriate safeguarding and child protection procedures are in place.
- Seeking advice from the Local Authority and Children's Services when necessary.
- Nominating one of its members to have responsibility for safeguarding and child protection and to liaise with the Designated Teacher (DT) as necessary.
- Ensuring that the nominated governor (if applicable) undertakes child protection/safer recruitment training
- Reviewing the safeguarding policy and procedures annually.

- N.B. The Chair of the Governing Body (or named person in the reporting hierarchy) is the person responsible for liaising with the local authority if an allegation of abuse is made against the Head Teacher.

The staff and other adults working with the children are responsible for:

- Actively protecting children they work with, including challenging parents in the inappropriate handling of their child's behaviour e.g. smacking or where parents are suspected to be under the influence of alcohol or drugs (if it is judged safe to do so).
- Following the established procedures.
- Immediately reporting and recording causes for concern to the Designated Teacher or their deputy. Taking the concern forward immediately in the event of the DT and Deputy's absence.
- Providing written records stating the names of staff involved, children and date and time concerns were noted, reporting exactly what was seen and heard, this should be recorded as early as possible.
- Reporting any concerns about staff.
- To write reports as required for case conferences and core group meetings. (These must be shared with parents prior to meeting)
- Attending case conferences and core group meetings when asked to do so (staff will be given support in this).

4. Identifying, Reporting, Referring, and Monitoring Concerns

Staff must be as objective as possible in observing and reporting concerns, writing down exactly what they see and hear, and keeping this distinct from their opinions and beliefs. Staff must also act sensitively at all times with the child and ensure only to ask non leading questions e.g. 'How did you get the bruise?' **not** 'Did daddy/mummy hit you?' It is good practice to have another member of staff within the vicinity to witness conversation.

The Designated Teacher (DT) must be informed at all times if there is a safeguarding concern within the school. If the DT is not the Headteacher, they must notify the Headteacher of all safeguarding and child protection concerns arising at the school.

Professionals delivering services at or through the school from an independent organisation must inform the Designated Teacher if they have any safeguarding concerns relating to children using their services (for example after school club coaches).

The safeguarding responsibilities of the other services and organisations are set out below in relation to a range of circumstances that may occur in a school:

1. If a safeguarding concern is raised by a visiting member of staff about a child who is a pupil in the school **the school Designated Teacher (DT) must be informed and take forward the complaint or concern.**

The DT must inform the NSCA of the other organisation of this concern and the actions being taken as long as these do not relate to the other organisation itself.

2. If a safeguarding concern is raised by a member of staff about a child that is receiving a service being delivered solely by the other organisation **the NSCA for that service or organisation must take forward the complaint or concern.**

The NSCA for the other organisation must inform the Designated Teacher of this concern who may then consider a joint investigation or need to take action as a consequence of this concern; for example to safeguard a sibling attending the school.

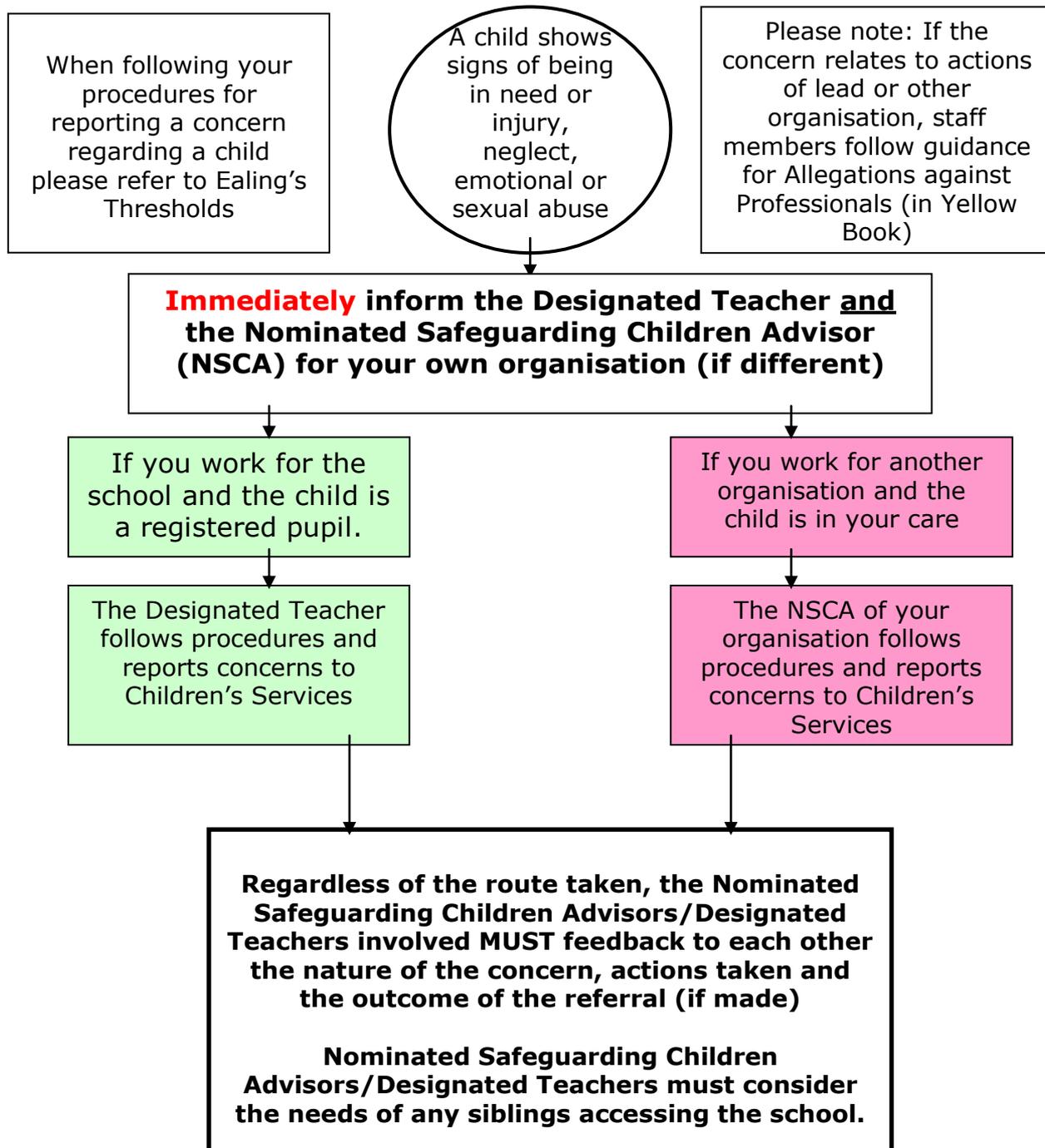
These reporting responsibilities are set out in the following flow chart.

The Designated Teacher should enter the details in the flow chart and display this prominently within areas of the school. They should also ensure that all staff within other organisations (including supply teachers) working at the school are aware of these reporting responsibilities.

5. Reporting Responsibilities Flow Chart

This flow chart does not replace: '**Responding to Children in Need and Signs of Abuse**' (Yellow Book page 32) which must be followed by all staff and organisations working in Ealing schools.

Khalsa Primary School - Southall	
Name of lead Organisation:	Khalsa Primary School - Southall
Name of Designated Teacher	Mrs Ravinder Kaur Sidhu (Deputy Headteacher)



6. Procedures for raising concerns:

When raising a concern, the following procedures will be followed:

1. Staff, students, volunteers, or governors who have concerns about any child's wellbeing or safety or any parent/carer's behaviour, must record their concerns, using the Safeguarding Issue Log (Yellow Book Appendix Three & copy in staff handbook) noting the:
 - a. Date and time
 - b. What they saw and heard,
 - c. Who else was involved, and
 - d. Share this immediately with the Designated Teacher (DT)
2. When appropriate the position of marks/bruising must be plotted on a body map with information of size/colour.
3. All notes must be signed and dated by the person making the report.
4. In order to make the process objective and maintain confidentiality, concerns should not be discussed with colleagues at this stage - the DT will decide whether, when and how best to consult colleagues.
5. The DT will draw together the immediate evidence/concerns about the child/family to inform the decision to make a referral. This should not delay the process of a making a referral.

7. Procedures for making a referral:

When making a referral, the following procedures will be followed.

1. The initial contact with parent/s must be well planned to ensure child/children's welfare and parent/s understanding and cooperation. Parents will normally be told of the referral unless this puts the child at risk, or in the case of suspected sexual abuse.
2. Prepare a chronology of significant events using the Ealing Children's Services- Interagency Referral and Assessment Form. (Yellow Book Appendix Two) **Note: Although this is required there must be no delay in making a referral if this information is not readily to hand.**
3. Call the Social Care Customer Contact Centre: Tel: (020) 8825 8000 Email: sscallcentre@ealing.gov.uk and discuss concerns. **Note: If child lives in another Borough, then the Social Services in that local authority should be contacted. Never leave a message on an answer machine** when making a safeguarding referral, always make sure you speak to someone and record the name of the person who you have made the referral to.
4. If you have made the decision not to inform the parents of the referral you must speak to a Social Worker in order to plan who will contact parent/s and when.
5. If you are not contacted by a Social Worker by the time the child is due to go home, call the Social Care Contact Centre again. You should phone the police if the child is about to go home and you are concerned that they are at immediate risk of significant harm.
6. At the end of the referral discussion the referrer and Social Care Contact Centre should be clear about proposed action, timescales and who will be taking action, or that no further action will be taken.

7. All referrals from professionals should be confirmed in writing, by the referrer, within 48 hours.
8. If the referrer has not received an acknowledgement of the referral within three working days, they must contact Social Care Contact Centre again.
9. Where there is to be no further action by Children's Services, feedback should be provided by Children's Services to the referrer about the outcome of this stage of the referral.

8. Procedures for monitoring children thought/known to be at risk

When monitoring a child thought or known to be at risk, the following procedures will be followed:

1. Written records of concern/incidents must be kept even if there is no immediate plan for a referral.
2. The Designated Teacher (DT) will inform the key person of their responsibility to keep and maintain record of information about the child.
3. The key person is responsible for maintaining records of wellbeing and progress. When levels of concern are high or a child is subject to a Child Protection or Child In Need plan, daily records will be needed for detailed monitoring of the child's emotional wellbeing; relationships; physical wellbeing; play; toileting issues etc.
4. Aspects of a child's wellbeing and progress are discussed at team meetings when relevant to obtain feedback from all colleagues, and to plan future action as a team.
5. The DT must maintain a record of telephone and other relevant contacts with outside agencies, staff, and parents/carers in the child's file.
6. Files are held in a locked filing cabinet.

9. Procedures for reporting to and attending review meetings

When reporting to and attending review meetings, the following procedures will be followed:

1. The Designated Teacher (DT) notifies Children's Services immediately of any concerns or unauthorised absences involving Looked After Children and children subject to Child Protection or Child In Need plans and records it on the child's file.
2. The DT and/or the child's key person provide reports for and attend case conferences, core group meetings, and professionals' meetings as required.
3. On transfer, records are passed on as appropriate to the DT at the receiving school, Centre or childcare provision whilst keeping a photocopy of these with the school for 3 years after which they are archived.

10. Safer Recruitment

Khalsa Primary School - Southall follows the Safer Recruitment Practices outlined by the DfE (DCSF Jan 2007), which aim to identify people who might be harmful or unsuitable at the outset, and prevent them from working with children.

The school aims to ensure insofar as is possible, that anyone seeking paid or voluntary work at the school is safe to work with children.

The school expects all staff and volunteers to share commitment to safeguarding and promoting the welfare of children.

Safer Recruitment requires the school to embed child protection and the safeguarding of children at every stage of the recruitment and selection process.

When recruiting staff, the following procedures will be followed:

1. At least one member of the interviewing panel will have been trained on the National College Safer Recruitment course.
(<http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment/e-learning>)
2. Ensuring job descriptions clearly state the responsibility staff will have for safeguarding children and promoting their welfare.
3. Including specific reference to applicants' suitability to work with children in future person specifications.
4. Use of application forms, which include necessary statements relating to the Rehabilitation of Offenders Act, and a Safeguarding Statement, which summarises the vetting process that will be undertaken. (Reference Local Authority Application Forms)
5. Scrutinising applicants' education and employment history.
6. Resolving apparent gaps/discrepancies completely at the interview stage.
7. Obtaining independent references to assess the applicants' suitability to work with children and addressing concerns that may arise.
8. Schools must ask for previous allegations founded and unfounded and if subject to any disciplinary procedures even if time scale is spent.
9. A formal interview, which will include questions relating to safeguarding of children.
10. Verifying the successful applicants: identity, academic/vocational qualifications, employment history and experience and resolving anomalies, health and physical capacity for the job.
11. Processing the application for and obtaining enhanced Disclosure and Barring Services (DBS) disclosures – formerly Criminal Records Bureau (CRB) checks.

Single Central Record

Khalsa Primary School - Southall keeps a Single Staffing Record of Recruitment and Vetting checks and a Record of ID Checks for regular and periodic supply staff.

The Single Central Record of DBS (CRB) disclosures should include details of:

1. Name
2. Role
3. Organisation
4. CRB number
5. Date of CRB Disclosure
6. Confirmation that the Headteacher or a person delegated by them has had sight of this disclosure
7. Confirmation that the Headteacher or a person delegated by them has seen proof of identification such as a passport or Photo ID from a statutory agency or organisation contracted by the Local Authority. Copies of disclosures must not be kept on site.

11. Managing Allegations Against Staff

Khalsa Primary School - Southall has a professional duty to provide a safe and happy environment and nurturing ethos, which fosters confidence, independence and learning, and:

1. Recognises the importance of close contact with trusted adults for young children's healthy development and its importance in building self-esteem and positive attachments between the staff and the children. This is especially important for the youngest children who require the greatest amount of physical care, handling, and comforting.
2. Fosters the development of natural relationships between staff and children based on care, respect and love for the children, which includes close physical contact and warmth. This sort of contact is not encouraged with **students, volunteers and short-term agency staff**. Everyone is nevertheless, expected to always observe professional and appropriate boundaries in their relationships with the children.

To ensure a safe environment, the following procedures will be followed:

1. Activities where staff are alone with a child or group of children for a short period of time – e.g. during story times, must be planned, agreed and recorded by the Headteacher or delegated manager to ensure that staff qualification and ratios are met at all times, and risk assessment carried out as appropriate.
2. Any staff member unsupervised for an activity with Foundation Stage children must be qualified at level three or above. (Statutory Framework for Early Years Foundation Stage May 2008 Appendix 2)
3. Students, volunteers and visitors or agency staff are not allowed to be alone with children (with the exception of teaching students on long term placement who have been observed to work safely and respectfully with the children over a period of time and agreed and recorded by Headteacher or delegated manager) or visiting professionals where there is parental agreement for them to see individual children (for example Educational Psychologists).
4. The changing areas for key stage two pupils are **separate** to the main classroom so that males and females can change separately. Teachers should stand in the

corridor so that they can supervise children changing without entering the changing rooms. Children in foundation stage and key stage one should change in the classroom. Parents are not allowed in the changing rooms.

5. Permanent staff members of staff (in pairs) should change children's clothes or supervise children using the shower. This should follow the pupil hygiene policy and should be recorded in welfare.
6. Staff must inform another colleague when they are changing a child; the other colleague can also be present.
7. Staff must keep a record of nappy changes, or changes of children's clothing, toilet training and any other occasion when it is necessary to change a child or help them in the toilets.
8. If parents take their own child to the toilet area, staff must ensure that no other children are left alone in this area at the same time.
9. Contractors working on site must not be allowed in changing areas or pupil toilets if children are on the premises.

In the event of an allegation being made against staff the procedure is to:

1. Report the allegation to the Designated Teacher (DT) (except for allegations about the DT, which must be reported to the person who is at next level of management).

This person will report it to the Local Authority's Designated Officer (LADO) Rupinder Virdee Tel: 020 8825 5268 Email: virdeer@ealing.gov.uk immediately.

2. The person who has reported the incident to the Local Authority's Designated Officer **must not talk to any members of staff or other person until advised to do so by the Local Authority's Designated Officer. The member of staff concerned must not be told about the subject of the allegation as this can hinder and affect the investigation procedure.**
3. The Local Authority's Designated Officer will consult as necessary with the Headteacher/Police/Child Protection Advisor and HR to consider the evidence/information and will advise on the required course of action.
4. Refer to Ealing's Yellow Book, for more detailed procedures.

12. Training

To ensure safe practice the following training must be undertaken:

1. The Designated Teacher must undertake Ealing Safeguarding Children Board approved training through attendance at Ealing Safeguarding Children Board or other relevant Governors Safeguarding Training. This training must be renewed every two years.

2. Whole staff group and or individual training will be undertaken every 3 years or more often if required. This training should meet the requirements of Ealing Safeguarding Children Board.
3. All staff must be able to demonstrate a general awareness of known indicators/predisposing factors of abuse/neglect as well as detailed knowledge of the agreed policies and procedures.
4. All front line staff, including reception staff must be trained to pass on calls about the safety of children to the Designated Teacher or other member of Senior Management Team.
5. The Designated Teacher will ensure their own, and other staff training is kept up to date and will keep a log of all relevant training. This will include options for on-line training modules that can be accessed from Ealing Safeguarding Children Board.
6. The governing body training must take place every two years. The Headteacher and the Chair of Governors or a nominated governor will attend the National College Safer Recruitment training.

13. Best practice – supporting children’s safety through learning

The time that children at risk spend at school may be the only stable and predictable part of their lives.

It is especially important to provide children in these circumstances, with a secure, caring environment and a curriculum that is based directly on their observed developmental and care needs, capabilities and interests. Vulnerable children may need the support of a key worker or mentor to help achieve this.

Khalsa Primary School – Southall recognises the fundamental role that children’s personal, social and emotional development plays in their wellbeing and their ability to develop and learn ‘normally’ – as well as the potential impact it might have on their ability to stand up for themselves and keep themselves safe.

The school therefore plans to:

- Build children’s self esteem, self-awareness, and self-confidence.
- Build their ability and willingness to say what they want/need and speak up for themselves, knowing they will be listened to.
- Help them understand boundaries and acceptable behaviour.
- Help them understand that they have the right to feel safe and not be frightened.
- Help them deal with conflicts by talking, explaining their motives and negotiating.
- Teach them to say no if they don’t like something/don’t want to do something.
- Help them think about keeping safe/keeping away from danger including e-safety.
- Teach them where to go for help and how to ask for it.

14. Information

At Khalsa Primary School - Southall, **Mrs Ravinder Kaur Sidhu, Deputy Headteacher** is the Designated Teacher (DT).

In her absence this role is covered by **Ms Parmjeet Kaur Sehmi, Headteacher.**

Both Mrs R K Sidhu and Ms P K Sehmi are trained as Designated Teachers.

15. Reporting Hierarchy for Safeguarding

The organisations that regularly deliver services to children in the school must inform the Designated Teacher who the Nominated Safeguarding Children Advisor for their organisation is. This information must be entered in the table below.

Name of service /organisation	Name of Nominated Safeguarding Children Advisor (NSCA)	Role in organisation	Contact Details

16. Monitoring and Evaluation.

This policy will be reviewed annually by the Designated Teacher and will be approved by governors. The school participates in the Local Authority Safeguarding Audits and recommended actions will be the responsibility of the Designated Teacher.

The named safeguarding governor visits the school termly and provides a written report to the senior management team and the governing body.

17. Useful Information

This policy and procedure should be used in conjunction with Ealing's **Yellow Book** (Child Protection Policy and Procedures) 2007.

The Yellow Book is the key reference document for all staff, students and volunteers working with children and young people in Ealing, and has informed this Policy and Procedures.

Local Authority Designated Officer (LADO)	Rupinder Virdee Tel: 020 825 5628 Email: virdeer@ealing.gov.uk
Child Protection Advisory Line	Tel : 020 8802 8930
Social Care Customer Contact Centre	Tel: 020 8825 8000 Email: Sscallcentre@ealing.gov.uk
Schools Service senior officer	Tom Galvin: Tel: 020 8825 5501/ 07989760812 Email: Tgalvin@ealing.gov.uk
Ealing Council Human Resources	Andy Merryweather: Tel: 0208 825 5130 Email: Amerry@ealing.gov.uk
Police Child Protection Team	Tel: 020 8246 1901
Head of Early Years Childcare & SAFE 0-12	Charles Barnard Tel: 020 8825 6139 Email: CBarnard@ealing.gov.uk
National College Safer Recruitment course	http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment/e-learning

18. Key documents

The following are the key documents that support the procedures within this policy which can be found in Ealing's Yellow Book:

Information:	
Role Specification for the Nominated Safeguarding Children's Advisor	Appendix 1
Forms:	
Interagency Referral and Assessment form	Appendix 2
Safeguarding Issue Log (includes body, map)	Appendix 3
Promoting Safe Practice: Code of Conduct for Staff	Appendix 4
Safeguarding Vetting Checklist	Appendix 5
Safeguarding Personal Profile Form	Appendix 6
Decision Flowcharts:	
1. Responding to children in need and signs of abuse flowchart	Page 32
2. Responding to allegations of abuse against someone outside the organisations flowchart	Page 33
3. Dealing with an allegation against someone working within the organisations flowchart	Page 40
Process Flowchart:	
4. Criminal Records Bureau Flowchart	Page 53