

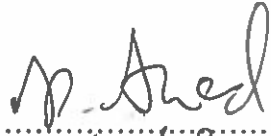
Child Protection Policy

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|--|--------------------------|
| School Name: | Northview Primary School |
| Designated Child Protection Officer: | David Syed |
| Deputy Designated Child Protection Officers: | Nourhan Barouma |
| Designated Governor For Child Protection: | Dr. Patricia Thomson |
| Date Last Review: | September 2018 |

Signed.....(Head teacher)
Dated.....

Signed .....(Chair of Governors)
Dated.....9/10/18.....

Review Date: September 2019

Introduction

This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when off the school's premises.

Practitioners who work with children in this school will read this policy within the framework of:

- London Child Protection Procedures, 5th Edition 2013
- **Working Together to Safeguard Children (September 2016)**
- Keeping Children Safe in Education (September 2018)
- **Social Work Act 2017**
- Prevent Duty Guidance (2015)
- Counter Terrorism and Security Act (2015)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- **Equality Act 2010**

As a school, **we are committed to** supporting all aspects of children and young people's development and learning, and keeping children safe.

We understand that emotional and social aspects of learning create a foundation for all academic learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected
- Staff are aware of indicators of abuse and know how to share their concerns appropriately
- All paid and unpaid staff are subject to rigorous recruitment procedures
- All paid and unpaid staff are given appropriate support and training

Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. is committed to referring those concerns via the Designated Child Protection Officer to the appropriate organisation, normally local authority children's social care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We have a designated child protection officer (DCPO) and a deputy DCPO who attend multi-agency training at least once every two years. The deputy DCPO will receive training to the same standard as the DCPO
- All staff are trained in basic Child Protection awareness every three years
- All staff receive updates in writing to keep their skills and knowledge up to date.
- All staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children
- All children, young people and their families are familiar with the Child Protection Policy
- The child protection policy is reviewed on an annual basis by the DCPO and the board of Governors
- The reporting of safeguarding concerns is a **mandatory** duty for all staff and volunteers
- The DCPO will share any relevant information with other agencies where such information will promote the safety of any child

Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

All staff will work to:

- identify children and families who would benefit from early help
- report any safeguarding concerns to the DCPO, following the procedure set out below under Child Protection Procedures

The DCPO will share information with other professionals to support early identification and assessment.

Staff may be required to support other agencies and professionals in an early help assessment, sometimes as the lead professional. These cases are constantly reviewed by the DCPO and consideration is given to a referral to social care if the situation does not improve or it gets worse.

Recognising Abuse

In the Children Acts 1989 and 2004, a child is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2012) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Abuse and neglect are forms 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 a stranger for example, via the internet. 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 best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

For more information, see our Anti-Bullying Policy.

Sexual abuse

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.

Child Sexual Exploitation

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Staff should activate school safeguarding procedures, using existing protocols.

FGM - Reporting FGM is a mandatory requirement for staff

FGM (Female Genital Mutilation) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long – lasting harmful consequences.

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

Staff should activate school safeguarding procedures, using existing national and local protocols for multi – agency liaison with the police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl there is a statutory duty to report it to the police.

Female Genital Mutilation : multi agency practice guidelines provides government guidance on the issue of FGM

Radicalisation

Refer to the school's document 'Preventing Radicalisation Policy'.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Online Safety

Staff are aware that children are vulnerable when they are online. Arrangements are in place to keep the children safe online and these are set out in the school E- safety policy.

Online safety is a feature of computing lessons across the school and the school ensures that parents and carers receive information about how to keep their children safe at an annual meeting.

Child Missing From Education

All staff know that children missing from education can be a warning sign of safeguarding considerations. Further guidance is provided within Primary School Attendance Policy and Keeping Safe In Education September 2018

Peer On Peer Abuse

Staff are aware that the perpetrator of abuse need not be an adult. Some forms of abuse, for example, **sexual violence and sexual harassment**, sexting, physical and emotional abuse may be carried out by a child's peers. Instances such as these should be regarded as safeguarding issues and the procedures set out below under Child Protection Procedures should be followed.

Staff are aware that girls, children with SEN, children with disability and children who are LGBT are more likely to be vulnerable to peer on peer abuse and they understand the difference between sexual harassment and sexual violence. Sexual harassment is never dismissed as 'banter', growing up, 'having a laugh' or 'boys being boys'. All allegations are taken seriously and are dealt with under the procedure as safeguarding concerns.

In some peer on peer abuse cases, the DCPO will make decisions surrounding how best to ensure that victims and perpetrators are relocated within the school premises having regard to the need to protect the victim, and the perpetrator to receive an education.

Sexual Violence and Sexual Harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (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 school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Vulnerable Children

The school recognises that some groups of children are more vulnerable and potentially more isolated than others and will take account of the child's particular vulnerability in terms of vigilance and also when making decisions about the course of action to be taken. This is an inexhaustive list of vulnerable groups

- **Children with SEN**
- **Disabled children**
- **Children with an EHC plan**
- **Children frequently missing from school**
- **Children who experience difficult family circumstances such as substance misuse, adult mental health problems, domestic abuse and children returning from care**

The school also gives consideration to extra pastoral support for members of these groups.

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

The DCPO is the designated teacher to promote the educational achievement of looked after children and the DCPO ensures 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 are also provided with information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DCPO has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

On commencement of sections 4 to 6 of the Children and Social Work Act 2017, the Head teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Virtual School

The DCPO will work with the Virtual School Head to discuss how funding can best be used to support the progress of looked after children in the authority. The DCPO will also work with the Virtual School Head to promote the educational achievement of previously looked after children

Children Staying With Host Families

Staff and volunteers should remain alert for and when it comes to our attention, report to the local authority information which suggests that a child is being privately fostered. A child is privately fostered if he or she is being accommodated for more than 28 days (or earlier if there is an intention that a child should be so accommodated).

Keeping Children Safe in Education September 2018 provides government guidance on the issues listed below, all of which may be either child abuse or possible indicators of child abuse:

- **Child missing from education**
- **Child missing from home or care**
- **Child sexual exploitation (CSE)**
- **Child Criminal Exploitation**
- **Bullying including cyberbullying**

- **Domestic violence**
- **Drugs**
- **Fabricated or induced illness**
- **Faith abuse**
- **Female genital mutilation (FGM)**
- **Forced marriage**
- **Gangs and youth based violence**
- **Gender based violence/violence against women and girls (VAWG)**
- **Hate**
- **Mental health**
- **Private fostering**
- **Preventing radicalisation**
- **Sexting**
- **Teenage relationship abuse**
- **Trafficking**

The Designated Child Protection Officer

The designated child protection officer (DCPO) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Most settings have one DCPO although it is good practice for settings to have a Deputy DCPO. Usually, the DCPO is also the named person who responds to allegations made against members of staff.

The DCPO should be a senior member of staff with the authority and seniority to carry out the functions of the role.

DCPO Responsibilities

- Refer and or request advice of suspected abuse and neglect to Brent Social Care 0208 937 4300/ 4237/4299. www.brentlscb.org.uk
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO (and Ofsted, if Early Years / Play Providers / Childminders) www.brentlscb.org.uk follow the link to 'Managing Allegations made against Staff and Volunteers working with Children and Young People
- Develop and update the Child Protection and other Safeguarding policies, ensuring that staff and children/families/parents are aware of them
- Provide support and advice to all members of staff within the setting regarding child protection concerns
- Keep the Headteacher informed about any issues that arise
- Ensure that cover is provided for the role when absent from the setting
- Ensure that a child's child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff receive appropriate Child Protection and Safeguarding training and maintain training records
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004

Other Staff's Responsibilities

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DCPO as soon as reasonably possible.

The DCPO may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DCPO may have.

Staff are aware of the procedures under this policy to report a concern to DCPO and of the need for constant vigilance to ensure that children are protected from harm. They are also aware that they are able to report a concern directly to social care. In these circumstances, the DCPO will provide advice and assistance for the member of staff who made the referral. See section 11 Child Protection Procedures for the process of making a referral.

Child Protection Procedures

1. **You have a concern about a child / young person's wellbeing**, based on:

- a. Something the child / young person / parent has told you
- b. Something you have noticed about the child's behaviour, health, or appearance
- c. Something another professional said or did

Even if you think your concern is minor, the DCPO may have more information that, together with what you know, represents a more serious worry about a child.

It is always your responsibility to share concerns, no matter how small.

2. **Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions:

...beginning with words like: 'how', 'why', 'where', 'when', 'who'? Please also refer to number 9.

3. **Let the child / young person / parent know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you secret.

...for example, 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'

4. **Inform the DCPO immediately**. If the DCPO is not available, inform their Deputy. If neither are available, speak to the Head or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

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

- a. Name of child
- b. Date, time and place
- c. Who else was present
- d. What was said / What happened / What you noticed
... speech, behaviour, mood, drawings, games or appearance
- e. If child or parent spoke, record their words rather than your interpretation
- f. Analysis of what you observed & why it is a cause for concern

Use the blue form in cases considered to be less urgent and use the pink form for urgent cases.

Both of these forms are located in the office. Even if you think the concern is very minor, complete the appropriate form and deliver it by hand to the DCPO. Do not leave it with another

member of staff for delivery.

6. The DCPO may **take advice from Brent Social Care**

7. The DCPO makes the **referral to Brent Social Care on the appropriate form. Go to www.brent.gov.uk and follow the link to Child Protection and Care-referral form for professional.**

The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

8. The **DCPO shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared

9. The **DCPO informs parent that they have made a CP referral**, if the parent does not already know, and if there is no reason not to let them know

...Brent Social Care may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure)

...or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered

10. The **DCPO remains in close communication with other professionals around the child / young person** and with the family, in order to share any updates about the child / young person

If a child protection investigation is pursued, the DCPO and other key school staff will:

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

11. If a member of staff has discussed a concern with the DCPO and the member of staff is of the view that the circumstances require an alternative course of action from that taken by the

DCPO, there are several courses of action that a member of staff may take

- Make a request for an Early Help Assessment from statutory services
- Contact the police if it is believed that the child has suffered, is suffering or the child is in imminent risk of suffering significant harm
- Make a referral to Brent Social Care via www.brentlscb.org.uk or by using the online tool 'Report Child Abuse to the Local Council'
- Discuss the case with the DCPO whenever possible

Staff may be required to support other agencies and professionals in an early help assessment, sometimes as the lead professional. These cases are constantly reviewed by the DCPO and consideration is given to a referral to social care if the situation does not improve or it gets worse.

Safe Practice

Safer Recruitment

Safeguarding Children and Safer Recruitment 2012 outlines Safer Recruitment processes in education settings. At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment.

The named governor for Child protection and Safeguarding has renewed her certificate this academic year.

Safer Recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.
2. Reject inappropriate candidates at the application and interview stages
3. Prevent abuse to children by developing robust policies and agreeing on safe practice

The school follows the guidance and procedures set out Part 3 of Keeping Children Safe in Education 2018 for the recruitment, selection and pre – employment vetting of staff.

Allegations against Staff

The School follows the guidance and procedures set out in part 4 of **Keeping Children Safe in Education 2018**, including the need for strict confidentiality in these situations.

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the Headteacher.

If an allegation is made against the Headteacher, this should be brought to the attention of the Chair of Governors.

In all cases, the LADO (Local Authority Designated Officer), who is one of the Child Protection Advisers, should be notified.

The Headteacher should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Make a referral to the Children's Service where the child resides, if appropriate
- Contact the LADO in Brent immediately
- Contact the parents/carers of the child, following advice from the LADO
- Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO

- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal

(London Child Protection Procedures section 15.2.13)

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

For more information, see Brent Isbc December 2013

Visitors

- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children must not be collected by people other than their parents unless written notification has been received in advance;
- If a child is not collected after a session it is reasonable to wait approximately half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should contact Brent Social Care

Volunteers

The school follows the guidance set out in Annex F of 'Keeping Children Safe in Education 2018'. A supervised volunteer who regularly teaches or looks after children is not in regulated activity and an enhanced DBS certificate will not be required. A volunteer who is not supervised will require an enhanced DBS certificate.

Supporting School Provision

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL)
- Citizenship Curriculum
- Sexual Health Initiatives
- School Nurse checks

Use of Force, Restraint and Positive Handling

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers

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

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Headteacher immediately, in confidence. The Headteacher, in turn, will contact the Local Authority Designated Officer (LADO).

Staff Conduct

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers:

- Appropriate dress
- The use of appropriate boundaries
- Social contact outside setting (including on social networking sites)
- The receiving and giving of gifts and favouritism,
- The safe use of technology.
- Being alone with the child / young person
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts & favouritism
- Behaviour management
- Intimate care
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc)
- Appropriate use of social networking sites

Appropriate and safe staff conduct is supported in the following documents:

- [Allegations Against Staff](#) (Brent LSCB 2013)
- Single Central Record
- Staff Discipline, Conduct & Grievance Policy

Child Protection Training

The DCPO will keep detailed records of all staff's child protection training and will issue reminders when training updates are required. It is good practice to include a safeguarding and child protection agenda item in all staff meetings.

All paid and unpaid members of staff, including school governors, undertake single-agency, basic awareness child protection training once every three years.

In addition, the Designated members of staff will undertake multi-agency training every two years.

Implementation, Dissemination & Review Strategies

This policy is reviewed annually by the DCPO and is approved by the board of Governors.

All members of staff read and agree to the child protection policy before the start of their employment.

It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of the London Child Protection Procedures (2013) and Safeguarding Children and Safer Recruitment in Education (2012) are easily accessible in the following areas:

- www.londonscb.gov.uk/procedures/
- www.education.gov.uk

Appendices

1. Key Contacts in Child Protection
2. Staff acknowledgement form
3. Parent acknowledgement form

Signed.....Chair of Governors

Dated.....

Next Review Date: November 2018

Appendix 1: Key Contacts in Child Protection

Brent Children's Social Care

0208 937 4300
0208 937 4237/4299

Emergency Duty Team out of hours
0208 863 5250

Safeguarding
Sandra. trumper@brent.gov.uk LADO 0208 937 4834

Appendix 2:

Staff Acknowledgement form

| |
|---|
| |
| Name |
| |
| Job Title |
| |
| I have read this Child Protection Policy and I understand my role with regards to Child Protection in this setting. |
| |
| Signature |
| |
| Date |
| |

Appendix 3: Parent / Carer acknowledgement form

Primary School has a child protection policy which means that staff will do everything they can to make sure that all the children in the school are free from harm, either in school or when the children are away from school.

To help staff keep your child safe, every member of staff must have training in child protection at least once every three years, and the school has a Designated Child Protection Officer who looks into any worries about children in the school, and who looks out for children who are thought to be at risk.

The school will inform the local authority if there are any significant reasons to be worried about your child's wellbeing. The school may become worried about a child if they notice behaviour and mood changes, physical marks, worrying play or social behaviour, or if a family member or a child says something that makes the school think that the child might be at risk of harm.

The school will usually inform you that they are making a child protection referral, but they are not required to tell you, nor do they need your consent to make a referral.

Name of Child

Child's Date of Birth

Name of Parent / Carer (1)

Relationship to Child

I have read this Child Protection Policy and I understand the actions that might be taken if there are any concerns about my child

Signature

Date

Name of Parent / Carer (2)

Relationship to Child

I have read this Child Protection Policy and I understand the actions that might be taken if there are any concerns about my child

Signature

Date