



7a.1 Safeguarding Policy



Author:	Andrew Wilkes
Last review:	1 st September 2018
Next review:	As required
Approved by:	Council
Document:	v3

This policy covers all children in the UCS Foundation – University College School Senior School, University College School Junior Branch, and The Pre Prep – including all pupils in EYFS.

This policy has been received and accepted by Mr Robert Gullifer, the member of the Council of UCS (governing body) with responsibility for Safeguarding, and by the Chairman of Council, Mr Simon Lewis.

The Policy is subject to review whenever there are changes in Government Policy or in guidance laid down by the DfE.

The policy was reviewed and approved in September 2018 by the School Council, which will also consider the efficiency with which related duties have been carried out and make any recommendations for changes in practice.

Throughout the policy we refer to the title LADO, which is consistent with the London Borough of Camden who retain the term in their safeguarding policy.

CONTENTS

Key contacts

Child Protection Definitions and Indicators

Section 1 Purpose of policy

Section 2 Roles and responsibilities

Section 3 Safeguarding children

Section 4 Child protection

Section 5 Staff Practice and Conduct

Section 6 Safeguarding vulnerable children

Section 7 Early Years setting (Pre-Prep)

Appendix 1: Safeguarding children monitoring/incident form

Appendix 2: Safeguarding basic information record

Appendix 3: Uncollected Child Policies – Pre-Prep and Junior Branch

Appendix 4: Pupil Safeguarding at UCS Active

Appendix 5: Pupil Safeguarding at the UCS playing fields

KEY CONTACTS

UCS Senior School

Frognaal

Hampstead

London

NW3 6XH

Headmaster: Mr Mark Beard

Contact details: 0207 435 2215

Designated Safeguarding Lead: Mr Andrew Wilkes (Deputy Head, Pastoral)

Contact details: 0207 433 2196 or 07833233697; andrew.wilkes@ucs.org.uk

Deputy Designated Safeguarding Leads: Mr Adrian Barnish (Head of Lower School), Mr Stewart FitzGerald (Head of Middle School) and Ms Barbara Calnan (Senior School Nurse)

Contact details: 0207 435 2215; adrian.barnish@ucs.org.uk ,
stewart.fitzgerald@ucs.org.uk and barbara.calnan@ucs.org.uk

UCS Junior Branch

11 Holly Hill

Hampstead

London

NW3 6QN

Headmaster: Mr Lewis Hayward

Contact details: 0207 435 3068

Designated Safeguarding Lead: Mr Dominic Edwards (Deputy Head, Pastoral)

Contact details: 0207 435 3068; dominic.edwards@ucs.org.uk

Deputy Designated Safeguarding Lead: Mrs Amy Waterhouse

Contact details: 0207 435 3068; amy.waterhouse@ucs.org.uk

UCS Pre-Prep

36 College Crescent

Hampstead

London

NW3 5LF

Headmistress: Dr Zoe Dunn

Contact details: 0207 722 4433; Email: zoe.dunn@ucs.org.uk

Designated Safeguarding lead: Dr Zoe Dunn (Headmistress)

Deputy Designated Safeguarding Lead: Ms Sophie Ryan Contact details: 0207 722 4433;
sophie.ryan@ucs.org.uk

Designated Safeguarding Lead, EYFS: Miss Nik Watt (Deputy Headmistress)

Contact details: 0207 722 4433; nik.watt@ucs.org.uk

Designated LAC teacher for the UCS Foundation: Dr Zoe Dunn

Contact details: 0207 722 4433; email: zoe.dunn@ucs.org.uk

Nominated governor for child protection: Mr Robert Gullifer

Contact details: nrg@newcollegeschool.org

Local Safeguarding Children Board (LSCB)

London Borough of Camden

Child Protection Lead Officer and Local Authority Designated Officer (LADO):

Name: Kurt Ferdinand

Contact details: 020 7974 4556

Safeguarding Lead Officers:

Name: Michelle O'Regan (Head of Service – Children in Need)

Contact details: 020 7974 1905

Name: Jennette Evans (Service manager)

Tel: 020 7974 1818

Name: Patricia Williams (Service manager)

Tel: 020 7974 1558

Children's Contact Service/MASH team:

Manager: David Jaggs/Jade Green

Tel: 020 7974 1553/3317

Fax: 020 7974 3310

Online safety contact officer:

Name: Jenni Spencer

Tel: 020 7974 2866

Early Help/CAF team:

Name: Emma Haigh

Tel: 020 7974 8832/8791

Prevent Education Officer

Name: Jane Murphy

Tel: 020 7974 1008

Reporting of FGM

The police contact number is 101.

If it is thought that a girl is about to be taken somewhere immediately for the purposes of carrying out FGM, including abroad, professionals should call 999. Reporting suspected cases of FGM, or where a girl is thought to be at risk of FGM under general safeguarding rules, professionals should make a referral to the MASH team on 0207 974 3317.

CHILD PROTECTION DEFINITIONS AND INDICATORS

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child’s physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child’s emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

<p>Neglect</p>	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision
<p>Physical abuse</p>	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
<p>Sexual abuse</p>	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child’s age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend

	<ul style="list-style-type: none"> • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

SECTION 1 – PURPOSE OF POLICY

This policy sets out how University College School will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. University College School will achieve this by providing a safe learning environment and ensuring all school staff have the skills and knowledge to take action where children need extra support from early years services or require a social work service because they are in need or need to be protected from harm.

SECTION 2 – ROLES AND RESPONSIBILITIES

2.1 Camden Supporting People Directorate

The Directorate includes Children's Safeguarding and Social Work [CSSW], Early intervention and Prevention and Education divisions and these services will support University College School to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough
- providing the school with advice, support and guidance, policy and procedures, training and dedicated lead officers with responsibility for child protection and safeguarding
- dealing with allegations against members of staff and volunteers through the LADO
- taking responsibility for those children who are not in education, including children who are known to be home educated

2.2 School Council (Governing Body of University College School)

The School Council will ensure that:

- there is an effective safeguarding / child protection policy in place and that procedures followed are in line with the arrangements described in the policy;
- the school's safeguarding policies and procedures are consistent with procedures outlined by the Department for Education and that these are regularly monitored, reviewed and updated where necessary, covering early help and child protection consistent with Camden Safeguarding Children Board procedures and Camden's internal policies;
- there is a responsible safeguarding governor and a designated safeguarding lead, who is a member of the School's Senior Management Team, who reports directly to the governing body on the implementation of child protection policies and liaises with Camden CSF on safeguarding matters;

- the nominated governor has responsibility for liaising with Camden CSF on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the Headmaster;
- the school's safeguarding and child protection policies and practice are reviewed on an annual basis by the School Council;
- action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school;
- all staff receive regular safeguarding and child protection training and regular updates from the DSL to keep them up to date with new legislation;
- there is a staff Code of Conduct Policy (see Appendix 5), including policies covering staff / pupil relationships and communications and staff use of social media;
- related school policies around pupil welfare, such as behaviour and attendance, are in place to support the wider safeguarding of pupils;
- a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present;
- parents and pupils are made aware of the school's safeguarding policies and procedures;
- the school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required; and that these policies are consistent with statutory guidance and are reviewed on an annual basis (See UCS Safer Recruitment Policy);
- other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place;
- staff employed by other organisations will be checked for suitability if they supervise the school's pupil on a site other than the school;
- the school has procedures in place to deal with allegations made against other pupils;
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils;
- the school has a robust Whistleblowing Policy to allow staff to express concerns

with any perceived shortfalls or inadequacies in the school's safeguarding procedures.

- there is a designated teacher nominated to promote the educational achievement of any looked after children and previously looked after children and that this person has received appropriate training for this role;

2.3 Headmaster

The Headmaster will ensure that:

- staff are inducted thoroughly and have read the school safeguarding and child protection policies, behaviour and discipline policies, the children missing education policy [appendix 6] and the staff code of conduct and that these policies are fully implemented;
- all staff are fully aware of their role in the identification and referral of safeguarding concerns;
- the DSL is given sufficient time and resources to carry out their responsibilities;
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school;
- staff are able to work in partnership with other agencies, including providing early help services;
- safe recruitment practice is followed whenever recruiting to posts;
- the school offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice;
- appropriate action is taken whenever an allegation is made against a member of staff;
- safeguarding issues are brought to the attention of the School Council, the governing body of UCS.
- the school is able to fulfil safeguarding and welfare responsibilities in cases where referral to other services is not appropriate. The school has fully qualified nursing staff, the services of a school doctor, and the services of a school counsellor, all of whom liaise with pastoral staff to ensure that pupils can gain

help and advice when they need it.

2.4 Role of the Designated Safeguarding Lead

The role of the DSL and his deputies is to take lead responsibility for safeguarding and child protection within the school and to be available during school hours for staff to discuss safeguarding concerns. The Foundation DSL is available on 07833233697 and on 020 7433 2196 during school hours.

The school will ensure that a senior member of staff is appointed to the role of DSL to take lead responsibility for child protection issues, and that another member of staff is appointed to deputise in their absence. The Foundation's DSLs will undergo training every two years as well as attending relevant conferences and refresher courses.

The DSL role [and the Deputies] is to:

- refer cases on appropriately to relevant agencies such as Early Help, the CSSW, the LADO, the Channel Panel, the Police and the DBS;
- provide support, advice and guidance for staff on child protection issues and making referrals;
- take the lead in developing, monitoring and reviewing annually the school child protection policy and procedures, keeping abreast of new policy developments and ensuring that the policy is both known and used appropriately, ensuring that Council is fully aware at all times;
- attend regular training, including Prevent awareness training, and the designated teacher meetings hosted by Camden in order to keep up to date with new policy and working practice;
- have an awareness of those children who may be in need, young carers and children who have special educational needs and liaise with the SENCO when considering any safeguarding action for a child with special needs;
- oversee child protection systems within the school, including management of records, provision of information to other agencies and the monitoring of pupils who are subject to child protection procedures;
- link with and report to the Headmaster and Council regarding child protection issues within the school, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- provide regular updates received from Camden on any changes in safeguarding or child protection legislation, ensuring also that staff are aware of training opportunities provided by the LSCB;
- provide a link between the school and other agencies, attending child protection

case conferences and contributing effectively when doing so;

- ensure staff, including temporary staff and volunteers, have access to and are aware of the school policies and procedures and that appropriate training is taken up at regular intervals – currently every three years;
- ensure parents are fully aware of the school's policies and procedures and that they are kept informed and involved;
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools to enable continued support of the child on transfer. This is done separately and securely with confirmation of receipt;

2.5 Working with parents and carers

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary in cases of suspected abuse and neglect, by making relevant school policies available on the school website or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

2.6 Multi-agency Working

The School will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and *Working together to safeguard children* 2018. The school recognises its vital role in safeguarding school-age children and will co-operate with CSCB or the equivalent in other boroughs.

SECTION 3 – SAFEGUARDING CHILDREN

The school will carry out its duty to safeguard pupils which is:

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

The school/college 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.

[Safeguarding children - Camden Council](#)

All referrals for a children’s social care service will be made by way of an e-CAF referral to Camden’s Child and Family Contact team. The team is Camden’s “front door” for children’s social care referrals and accepts referrals for all cases.

Parental consent for referral will be sought but a referral will be made regardless of consent being given in cases where the child is at risk of significant harm.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child’s needs.

3.1 Early help cases

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
- young carers
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime;
- 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;
- 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;
 - privately fostered children.
- Where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the school.
 - If the child requires an early help service from another agency, the school will make a referral to the Early Help service (via the Child and Family 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, the school will work as part of the Team around the Child 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 making a referral for a statutory social work service.

3.2 Referral for a statutory social work service

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the DSL or their deputy are most likely to have the most complete safeguarding overview. Following consultation the DSL should decide on whether to make a referral to CSSW via the Contact Service.

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 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 4 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).

SECTION 4 – CHILD PROTECTION

4.1 Role of school

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

“Keeping Children Safe in Education” (DfE September 2018)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_Sept_2016pdf

“Working together to safeguard children” (DfE 2018)

“What to do if you’re worried a child is being abused” (DfE 2015)

The Safer Recruitment Consortium’s ‘Guidance for safer working practice for those working with children and young people in education settings’ (October 2015).

The London Safeguarding Children Board child protection procedures

<http://www.londonscb.gov.uk/procedures/>

Camden Safeguarding Children Board guidance on:

Missing children

Trafficked children

Child sexual exploitation

Working with neglectful parents

Working with parents affected by substance misuse

Protocol on working with children who harm other children (see section 4.4)

In line with these policies and procedures, the school will carry out the following:

- identifying where there are child protection concerns and referring the pupil on to CSSW;
- contributing to the development and monitoring of child protection plans as a member of the core group;
- ensuring that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues;
- ensuring staff are aware of their responsibilities and receive adequate training to enable them to carry these out;

4.2 Child protection procedures

The following procedures set out what actions the school will take where there are child protection concerns regarding a pupil.

4.2.1 Recognition

Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the DSL. Where necessary advice on thresholds and indicators of harm can be obtained from

the MASH social worker on a no-names basis.

Staff should refer to the key information on abuse at the beginning of this policy for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering harm.

Safeguarding is the responsibility of all staff, and any member of staff or volunteer may make a referral to children's social care.

4.2.2 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to CSSW;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct or leading questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the DSL.

4.2.3 Referral

Where possible a decision on whether or not to refer a pupil to CSSW should be made by the DSL or one of their deputies following a discussion with the member of staff who has raised concerns. However, this should not delay any referral and any member of staff may make a referral if this is necessary but staff should discuss the matter with a member of SMT and take advice from the Child and Family Contact team social worker. The DSL should be informed as soon as possible.

The DSL or their deputy will immediately seek advice from children's social care following a discussion with the member of staff who has raised concerns. If at any time there is a risk of immediate serious harm to a child, a referral will be made immediately

to children's social care.

Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the DSL. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.

Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated teacher may discuss the case on a "no names" basis with the Child and Family Contact team to obtain advice on how to proceed.

Parental consent will be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of harm, the referral will still be made.

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 Child and Family Contact team. If the child lives outside Camden, a referral should be made to their home local authority.

All referrals to Camden Social Care will be acknowledged by the Child and Family Contact team manager within 24 hours and the referrer informed of what action will be taken.

4.2.4 Attendance at case conferences and core groups

The DSL 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 DSL will ensure that the school is represented at child protection case conferences and core group meetings.

Where possible, a member of staff who knows the child best, such as a Form Tutor or Warden will be nominated to attend. Failing that, the DSL or their deputy will attend. If no-one from the school can attend, the DSL will ensure that a report is made available to the conference or meeting.

4.2.5 Monitoring

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan;

- Pupil attendance is monitored according to the school's Attendance Policy
- monitoring will be carried out by the relevant staff member in conjunction with the DSL;
- all information will be recorded on the child protection monitoring/incident

form shown at appendix 1 prior to each conference and core group meeting;

- the completed monitoring form will be kept on the pupil's file and copies made available to all conferences and core group meetings;
- the DSL will notify CSSW if the child is removed from the school roll, excluded for any period of time or goes missing.

4.2.6 Records

Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the Head Teacher's secretary's office.

The DSL will ensure that all welfare records have a basic information sheet (see appendix 2) attached and that this information is kept up to date.

The DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

All information should be recorded on the safeguarding monitoring/incident form (see appendix 1) and all records should be signed and dated.

Records should show:

- what the concerns were;
- what action was taken to refer on concerns or manage risk within the school;
- whether any follow-up action was taken;
- how and why decisions were made.

Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.

The monitoring/incident form must be completed (See Appendix 1)

- whenever concerns arise or there is a serious incident **or**
- where a child is being monitored, prior to a case conference or core group meeting.

Where a child who is subject to a protection plan transfers to another school, the DSL is responsible for ensuring that copies of all relevant records are passed to the DSL at the new school.

For children transferring to the school from other schools, a written request will be sent

for records to be forwarded securely to the DSL.

Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste.

4.3 Confidentiality and information sharing

All information obtained by school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent.

If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act; otherwise consent should be sought from parents.

Where a child is at risk of suffering harm, schools have a legal duty to share this information with CSSW and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools must share any information about the child requested by CSSW.

Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, the school will consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the Child and Family Contact team social worker on a 'no-names' basis to gain advice on whether this course of action should be taken.

Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.

In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the DSL or seek advice from the Child and Family Contact team social

worker.

4.4 Children who harm other children

Schools may sometimes need to deal with children whose behaviour causes significant harm to other children. Examples of this may be children who sexually abuse other children, are violent towards other children or who set fires. In such cases all children involved, whether perpetrator or victim, should be treated as being 'at risk.'

Where a pupil's behaviour causes significant harm to other pupils, for example through violent or sexually abusive behaviour, the school/college will refer the child to CSSW under the *Children who harm other children* protocol available at: [Policies / Guidance | Camden Safeguarding Children Board](#)

4.5 Prevention of radicalisation

The school's PSHE Programme is designed to help children make safe choices, deal carefully with risk, resist pressure and know to whom they can turn for help if necessary. Through the teaching of PSHE and Citizenship, the school actively promotes the values of democracy, diversity, and mutual respect and these values are enshrined in the school's Code of Conduct. The PSHE programme aims to build resilience in pupils to the risk of radicalisation. The school's safeguarding duty includes the duty to promote British values in order to counter any extremist narrative and prevent young people from being radicalised and drawn into terrorism. Measures are also taken to ensure that extremist and terrorist material cannot be viewed by pupils accessing the school's internet. The school's internet system contains filters which prevent access to unacceptable material and the Technical Services Manager monitors the use by pupils of certain key words. It is the school's policy to train pupils to stay safe online both inside and outside school. Teaching Staff are also made aware of the risks posed by online activity of extremist and terrorist groups.

The school's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Under Counter-Terrorism and Security Act 2015, the school/college also has a duty to refer young people on to Camden's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

Where the school has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, the school/college will follow the guidance set out in the CSCB guidance "Safeguarding children and young people from radicalisation and

extremism” available at: <http://www.cscb-new.co.uk/wp-content/uploads/2016/03/CSCB-guidance-on-radicalisation-and-extremism.pdf>

Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to Channel Panel is being considered the school/college should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The school/college designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one), the Police Prevent Engagement Officer (Mark Fowler, Mark.P.Fowler@met.pnn.police.uk or call 0208 733 6014) and Camden’s Prevent co-ordinator (Karina Kaur, karina.kaur@camden.gov.uk or call 020 7974 6050) or the Prevent Education Officer (Jane Murphy, jane.murphy@camden.gov.uk or call 020 7974 1008).

SECTION 5 – STAFF PRACTICE AND CONDUCT

5.1 Induction and Training

The Headmaster will ensure that all staff are fully inducted, are made aware of the school safeguarding policy and procedures along with the Behaviour and Discipline policy, staff code of conduct and the children missing from education policy and that staff are fully aware of their role in implementing these. Induction training will also include training on the school's Whistleblowing Policy.

The DSL will ensure that the Headmaster, all staff and volunteers are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a regular basis in line with LSCB guidelines – currently every two years. The content of the training has been agreed with the LSCB. Staff induction training will include safeguarding procedures, the school's Safeguarding Policy, the identity and function of the designated teachers, the code of Conduct for Staff and communication of part 1 of Keeping Children Safe in Education. Annex A will also be provided to leaders and those who work with children as part of induction. Signed copies will be kept by HR.

The Headmaster will keep a central record of all statutory and other training undertaken by staff members, members of the School Council and volunteers.

School staff will receive multi-agency safeguarding training at the relevant level.

Training for staff that regularly work with children, young people and families should enable them to:

- develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm;
- describe inter-agency roles and responsibilities for safeguarding children;
- understand what will happen once they have informed someone about those concerns;
- make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process;
- demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.

As well as basic safeguarding training, the DSL and Deputies will receive specific training on their role and other relevant multi-agency training courses every two years. All other staff will receive regular and timely updates on child protection and safeguarding issues via the DSL.

5.2 Conduct and safe teaching practice

The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries. This is reinforced in the Foundation Staff Code of Conduct that is issued to all staff and to the governing body.

Each member of staff will be provided with Section 1 and Annex A of the DfE document *“Keeping Children Safe in Education” (DfE, September 2018)*

An acknowledgement that this has been read must be sent to and will be retained by the HR Department.

The Headmaster will ensure that each member of staff, including volunteers, is provided with a code of conduct agreement on appointment that sets out the school’s expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

Staff will be expected to follow the model social media policy for schools in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. All staff and volunteers will sign an acceptable use agreement before being given access to the school computer system.

5.3 Providing intimate or personal care to pupils

When intimate or personal care is necessary i.e. changing underwear because a child has soiled him/herself, staff follow these steps:

When taking children to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.

Parents/carers should always be notified when intimate care has been provided.

When providing intimate care, staff should carefully and sensitively observe the child’s emotional response and report any concerns to the designated teacher and/or Head of EYFS as applicable.

- Staff should strongly encourage children to take ownership of removing their clothes and cleaning themselves.
- Staff should ensure that children’s privacy is of paramount importance and that providing intimate care is done in a separate area.
- When changing, levels of supervision should be appropriate to the child’s age.

5.4 Teachers working one-to-one with pupils

In certain situations in specialist performing arts and sports teaching, staff may work with individual children. All staff are reminded about the need to maintain a professional distance at all times. Pupils should always be in a position where they can leave an individual lesson if they feel in any way uncomfortable. If the teaching involves touching a pupil – for example to place their hands in a particular way on a musical instrument – staff are advised to tell the pupil in advance what they are going to do and for what purpose. In the event. Members of staff should be aware of the limits within which such contact should take place and of the possibility of such contact being misinterpreted. If a situation arises where it is felt by the teacher that either physical contact or the use of language has been misinterpreted by a pupil, this should be reported immediately to the Head of Department or Line Manager who will request a written summary of what has occurred.

5.5 Allegations of abuse made against teachers and other staff and volunteers

The school will deal with allegations that a teacher or member of staff has

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

Allegations may arise following a complaint from a parent or pupil or through concerns raised by other staff members. Allegations may be made directly to the school, or to the police who will then inform the school. Anyone dealing with allegations at the outset must report all concerns to the Headmaster; where the DSL is the subject of an allegation, this will be reported to the Headmaster; where the Headmaster is the subject of an allegation, this will be reported, without the Headmaster being informed, to the Chair of Council, who will immediately inform Camden's Local Authority Designated Officer (LADO).

Camden's LADO is: Kurt Ferdinand Quality Assurance Unit Family Services and Social Work Crowndale Centre 218 Eversholt Street London NW1 1BD Tel: 020 7974 4556
--

Allegations will be investigated if they relate to members of staff who are currently working in any school regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching will be referred to the

police. Historical allegations of abuse will also be referred to the police.

5.5.1 Procedure

A written note of the details of the allegation, including times, dates, locations and the nature of the concern must be agreed with the LADO. Staff at the school should be aware of the general rule that allegations must not be investigated and pupils should not be promised confidentiality.

The Head Teacher or, where the Head Teacher is the subject of an allegation, the Chair of Council will assume the role of 'case manager.' The initial discussion with the LADO will allow the LADO to make a judgement as to what response is needed to ensure pupil safety. The school will not undertake an investigation prior to consultation with the LADO. Discussions with the LADO should be recorded in writing, and any communication with the accused person and the parents of the child/children agreed.

However, it is recognised that in some emergency situations, schools may have to take immediate action to protect pupils, but where possible this should be done following discussions with the LADO.

The school will follow the LADO's advice about dealing with the allegations made. If a strategy discussion is needed or children's social care and/or the police need to be involved, the accused person should not be informed about the allegation until those agencies have been consulted, but under circumstances, where the LADO's advice is that the school should seek to deal with the matter internally, the case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer. It is extremely important that the case manager provides them with as much information as possible at that time.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance [Working Together to Safeguard Children 2018](#). If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

The school must consider carefully, in conjunction with the LADO, whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step (see further information on suspension which follows).

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school's staff. However, in other

circumstances, the nature or complexity of the allegation will require an independent investigator.

5.5.2 Supporting those involved

UCS has a duty of care to its employees. The school will act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to counselling or medical advice.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraph 125). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

5.5.3 Confidentiality

It is extremely important that when an allegation is made, the school or college makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Restrictions on reporting apply up to the

point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

The case manager should take advice from the LADO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation;
- and how to manage press interest if and when it should arise.

5.5.4 Timescales

All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months. For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the designated officer(s). In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

5.5.5 Oversight and monitoring

The LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with the Local Safeguarding Children Board (LSCB) on the subject. The designated officer will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

5.5.6 Suspension

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically:

the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the LADO. In cases where the school or college is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school or college it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted;

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the governing bodies of the school who are the employers of staff at the school. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the designated officer should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

5.5.7 Information sharing

In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible the employer should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case. Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

5.5.8 Resignations and Settlement Agreements

The fact that a person tenders his or her resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures. It may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but a conclusion will be reached and recorded wherever possible. Settlement agreements, when a person agrees to resign if the School agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, will not be used in these cases. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the Disclosure and Barring Service (DBS) where circumstances require that.

5.5.9 Following a criminal investigation or a prosecution

The police should inform the employer and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services

should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

On conclusion of a case:

5.5.10 Referral to DBS

If the services of any person (whether employed, contracted, a volunteer or student) are no longer used by the school because they have caused harm to a child or posed a risk of harm to a child, the school will make a report to the Disclosure and Barring Service (DBS), within one month of the member of staff leaving the School. This includes cases where teachers are dismissed; non-renewal of fixed-term contracts; no longer employing a supply teacher provided by an employment agency; terminating the placement of a student teacher; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

Failing to report constitutes an offence.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at:

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

There is a legal requirement for employers to make a referral to the DBS and NCTL where it is believed that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

In the case of a member of the teaching staff who has been dismissed (or would have been dismissed had he or she not resigned) the school has a duty to make a referral to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in 'Teacher misconduct: the prohibition of teachers' 2014, and further guidance is published on the NCTL website.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school.

5.5.11 In respect of malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head Teacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

5.5.12 Record keeping

Details of allegations that are found to have been malicious should be removed from personnel records. For all other allegations that are not found to be malicious, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate.

It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation resurfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer. The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention.

5.5.13 References

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

5.6 Procedures for dealing with allegations of abuse by a pupil or pupils on another pupil

Abuse is not just an adult crime. Children can pose a threat either physically or sexually to other children.

It is essential that any allegation of abuse made by a pupil against another pupil/pupils in the school is dealt with fairly, quickly, and consistently, in a way that provides effective protection for all the children involved. Any allegation should immediately be reported to the Headmaster, or the DSL, or in his absence, one of the deputies.

The Headmaster will:

- Investigate if the incident is abuse, or an isolated instance of bullying or 'experimentation', in which case this will be handled in the normal framework for discipline. (See Anti Bullying Policy and Behaviour and Discipline Policy)
- Determine the frequency, nature and severity of the incident
- Ascertain if the victim was coerced by physical force, fear or by a pupil or pupils significantly older than himself/herself or with power or authority over him
- Ascertain whether the incident involved a potentially criminal act

A distinction needs to be drawn between behaviour best dealt with by anti-bullying policies and more complex behaviour. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' In such cases, the Head Teacher will seek advice from the relevant local safeguarding agency. Procedures will then be followed as for any other allegation of abuse.

During and subsequent to the investigation, all the children concerned will need considerable support. Whilst advice as to the nature of this will be discussed with children's social care and other agencies, the School will also give consideration to pastoral and other arrangements in the School, and make any necessary adjustments.

As with any other allegation, suspension for an alleged abuser will not be automatic, but will be considered if a pupil is deemed to pose a risk to other children in the School.

5.7 Whistleblowing

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately. The school will therefore put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children, or poor practice within the school that may cause a risk to children.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. In the first instance, any concerns or causes for unease regarding children's safety should be reported internally to the DSL or the Headmaster, as appropriate. Where it is not appropriate to raise concerns within the school, or where the concern involves the head teacher or other senior staff or members of Council staff and volunteers may report concerns to the following:

- Camden's lead officers for child protection or safeguarding where there are

issues regarding the welfare of a pupil;

- Camden Council's confidential and independent help-line for protected disclosure on **0800 734199**, the Ofsted whistle-blowing line on **0300 123 3155** or the NSPCC whistleblowing line on **0800 028 0285** where there are issues regarding the school's overall procedures around safeguarding.

See also the school's Whistleblowing Policy.

SECTION 6 – SAFEGUARDING VULNERABLE CHILDREN

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from CSSW or other agencies in order to overcome problems or keep them safe.

UCS is aware that as young people grow more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school or from their peer group.

We should be aware of the following policies so that they are able to respond to the needs of these vulnerable groups.

Children at risk of sexual exploitation

www.cscb.org.uk

Children at risk of female genital mutilation (FGM)

The school now has a mandatory duty to report known cases of FGM on girls under the age of 18 to the police. The school will follow the statutory guidance on FGM available at: [Multi-agency statutory guidance on female genital mutilation – Publications – GOV.UK](#)

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the DSL before any action is taken.

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.

If staff have a concern that pupil, a member of their family, or a friend is at risk of female genital mutilation, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

In cases where members of staff become aware that an act of FGM has been carried out on a pupil, member of the family or a friend under the age of 18, the school will not carry out investigations, but will report this to the police on the 101 telephone number. Reporting is mandatory. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

More detailed advice about practice in such cases may be found in the following documents:

www.cscb.org.uk

<http://www.cscb-new.co.uk/wp-content/uploads/2015/10/FGM-mandatory-reporting-guide.pdf>
and

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

Children at risk of forced marriage:

Forced marriage - Detailed guidance - GOV.UK

Children who run away/go missing:

http://cscb.org.uk/downloads/policies_guidance/local/CSCB%20Missing%20Children%20protocol%202010.pdf

Schools should also be aware that going missing is an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.

Young people living with domestic or sexual violence:

Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on 020 7974 1864 for advice and support.

Young people at risk from gang activity or serious youth violence:

Safeguarding children and young people who may be affected by gang activity - Publications - Inside Government - GOV.UK

Camden has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on 020 7974 6174 for advice.

Children at risk of self-harm

Schools should have awareness of risks and signs of children who self-harm and have clear procedures to provide support.

Modern Slavery and Trafficked children:

The CSCB protocol provides guidance for agencies where it is thought children are victims of modern slavery or have been trafficked into or within the UK including children and young people who are being criminally exploited on the “county lines” model.

Privately fostered children:

Schools have a legal duty to notify Camden of any pupil they know to be privately fostered. Schools should contact the Fostering team on 020 7974 6783 to notify Camden of any private fostering arrangements that come to their notice.

Young carers:

If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on 020 7272 6933 for advice and can refer the pupil on for services and support. Further details can be found on the website.

www.family-action.org.uk

Young people at risk of radicalisation and violent extremism:

Staff need to be aware of any pupils who may be in contact with or being targeted by violent extremists. If there is evidence that a pupil is being radicalised or involved in extremism, schools should seek advice from Karina Kaur – karina.kaur@camden.gov.uk – Camden’s Prevent co-ordinator.

E-Safety

Please refer to the recent guidance on “sexting and banter” and peer on peer abuse.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Children who harm other children (peer on peer abuse)

Where a pupil’s behaviour is likely to cause significant harm to other pupils, for example through bullying, cyberbullying, physical violence or initiation rites, the school/college will refer the perpetrator and the victim to the Child and Family Contact team under the *Children who harm other children* protocol available at: [Policies / Guidance | Camden Safeguarding Children Board](#)

Harmful sexual behaviour, sexual violence and harassment

- UCS recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated. Our behaviour management and anti-bullying policies will reflect our approach and

staff and pupils will be made aware of the standard of expected behaviour and the likely responses to any incidents of sexual violence and harassment.

- UCS will follow the statutory guidance *Sexual violence and sexual harassment between pupils* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- UCS will take all necessary steps to put in place a preventative programme via the PHSE curriculum in order to convey our policy and promote respectful behaviour between pupils with regards to sexual conduct.
- We will promote an environment where victims feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated by the school and appropriate referrals made to the police and CSSW.
- We will ensure that staff and governors receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all pupils and staff.
- We will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

Procedures

- UCS will ensure there is a robust response to all incidents and will follow the procedures set out in Part 5 of the *Keeping children safe in education 2018* statutory guidance.
- Reported incidents will be investigated by the member of staff to whom the young person discloses in partnership with the DSL, who will also carry out a risk assessment to look at any continued risk to the victim or other pupils and staff from the alleged perpetrator within the school environment.
- Where the allegation involves material posted online, the school will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance *Searching, screening and confiscation advice for schools*.

- The member of staff and DSL will write up a record of the investigation that will set out how the school will respond to the incident.
- Decisions on responses will be based on the harmful sexual behaviour risk assessment and thresholds set out in the CSCB *Harmful sexual behaviour protocol*. The DSL may take advice from MASH social workers before making a decision. Possible outcomes include referral to Early Help Services, CSSW or the police, or managing the matter internally under school behaviour policies.
- Where a referral will be made to CSSW or the police under the protocol, the DSL will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.
- The school will take any necessary action to continue to safeguard the victim and other pupils within the school/college environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and CSSW investigations to take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.
- Where necessary and appropriate, the school will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf under the *Harmful sexual behaviour protocol*.

Sexual violence is defined as any act which is an offence under the Sexual Offences Act 2003, including rape, assault by penetration or sexual assault without the consent of the victim.

Sexual harassment is defined as unwanted sexual conduct likely to violate the victim's dignity and/or make them feel intimidated, degraded or humiliated or create a hostile, offensive or sexualised environment. This includes making sexual comments or jokes, physical contact such as touching or interfering with clothing or displaying sexual images. It also includes online harassment.

SECTION 7 – EARLY YEARS SETTINGS WITHIN UCS

This section relates to The Pre-Prep

7.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the

- Childcare Act 2006 and related statutory guidance.
- Statutory Framework for the Early Years Foundation Stage (EYFS) 2014 Foundation Years and guidance from the Local Safeguarding Children Board (LCSB)

The school also has regard to

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

Working Together to Safeguard Children March 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working Together to Safeguard Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

Disqualification under the Childcare Act 2006

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification under the childcare act June2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf)

Information Sharing March 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information sharing advice safeguarding practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

Prevent Duty Guidance for England and Wales (July 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799 Revised Prevent Duty Guidance England Wales V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

And further non-statutory advice: [The use of social media for on line radicalisation \(July 2015\)](#)

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

7.2 Safeguarding

All safeguarding policies listed in section 3 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

7.3 Child protection

The EYFS designated lead responsibility for safeguarding children is Nik Watt. This role includes liaison with local statutory children's services agencies, and with the LSCB. They provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner attends child protection training every 2 years. There are a further 2 DSL for Safeguarding in The Pre-Prep, Dr Zoe Dunn, Headmistress and Ms Sophie Ryan, Director of Studies.

Early years settings within the school will follow the child protection procedures set out in section 4 of this policy. These procedures are in line with guidance from the

Local Safeguarding Children Board (LSBC.) In addition, the school has the following child protection policies:

- Staff in the Early Years must not use their mobile phones in the classroom or when with the pupils. Staff are not allowed to use their own personal equipment (cameras or phones etc) to take images of pupils at or on behalf of the school setting. The school provides school iPads and cameras for documenting pupil work and achievements. Personal phones, iPads or other electronic devices should not be used in classrooms or where children are present. Images of pupils should not be taken out of the school. Please consult the Early Years Photography, Video and Images Procedure.
- On educational visits in the EYFS, staff have mobile phones but these are only to be used in emergencies.
- Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum.
- Parents are asked to sign a declaration stating whether or not they give permission for their child to be photographed in a school context
- Parents are politely asked not to use their mobile phones in the EYFS classrooms and to take phone calls outside of the school.

For parents of children in the Early Years Foundation Stage an official complaint may also be made to OFSTED in the event of an allegation of serious harm or abuse by any person working in the early years setting. www.ofsted.gov.uk and/or the ISI (Independent Schools' Inspectorate) www.isi.net.

Training

The EYFS Designated practitioner for Child Protection attends training every two years. All staff are trained on an annual basis at the Pre-Prep on school safeguarding and Child Protection. Training is annual for all staff in the Pre-Prep and EYFS setting staff keep up to date with safeguarding issues by regularly attending Local Authority termly update meetings. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or

- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Staff at The Pre-Prep read Keeping Children Safe In Education, September 2018 and 'Working Together to Safeguard Children 2018' and are made aware of The Prevent Duty and What to do if you are worried a child is being abused, March 2015

7.4 Corporal Punishment

No corporal punishment is used, nor is the threat of corporal punishment.

7.5 Physical restraint

We do not use physical restraint unless there are circumstances where there is danger to a child. Please refer to the Physical Restraint and Intervention Policy. All staff are required to read and sign that they have read this policy. Any incidents of physical restraint or intervention will be recorded and shared with parents on that day or as soon as is reasonably possible.

7.6 Intimate Care

There may be times when pupils, mainly in the EYFS, need support for more intimate needs. This can include supporting a pupil with dressing/undressing; providing comfort or support for a distressed pupil; and cleaning a pupil who has soiled him/herself, has vomited or feels unwell. Parental permission will be sought in the EYFS. Parents of pupils in Key Stage One would be contacted. Please consult the Intimate Care Policy and the Pre-Prep Staff Handbook

Swimming and Changing

Whenever pupils are changing clothes for swimming or in the case of an incident of soiling, there will always be two adults present.

7.7 Suitable people

The school will follow the safer recruitment policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Camden policy “*Guidance of the management of an allegation against a member of staff.*”

7.8 Staff training and staffing ratios

The school will ensure that all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy and the requirements of the Early Years Foundation Stage Framework, 2014, sections 3.9-3.18 and 3.20-3.40. Training and Induction will include (this is not an exhaustive list):

- General roles and responsibilities
- Emergency evacuation procedures
- Safeguarding and child protection
- Equality policy
- Health and safety issues
- Supervision of pupils and ratios
- Supervision of staff
- and opportunities for CPD and INSET

All Early Years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;

All early years staff are able to communicate effectively in English both orally and in writing;

A member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips;

Each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child (The Keyworker is the child’s class teacher).

Ratios

The school will ensure that staff levels within the early years setting comply with statutory guidance and can meet the needs of the children and keep them safe. Parents are kept informed of staff members and numbers and children are kept within staff sight and hearing at all times. (Please consult Supervision Policy)

For children aged three and over in independent schools, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children:

- for classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children;
- for all other classes there must be at least one member of staff for every 13 children; and
- at least one other member of staff must hold a full and relevant level 3 qualification.

For children aged three and over in independent schools, where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:

- there must be at least one member of staff for every eight children;
- at least one member of staff must hold a full and relevant level 3 qualification; and at least half of all other staff must hold a full and relevant level 2 qualification.

7.9 Health

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

Staff taking medication/other substances

No staff member may be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication which may affect their ability to care for children they should seek medical advice and inform the Headmistress. Any medication on the school premise will be securely stored.

7.10 Health and Safety and suitability of premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out sections 5.4 and 5.6 and of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children. See: Missing Child Policy; Uncollected Child Policy. (Appendix 3.) The school will ensure that records of parents details and contact numbers for emergencies are kept up to date.

7.11 Curriculum

Through the EYFS curriculum and school life, pupils are taught to adjust their behaviours in order to reduce risks and build resilience, including being safe when using electronic equipment and the internet. These are age appropriate and taught through PSED and PSHE, and utilise the CEOP *Thinkyouknow* resources, as well as other websites like childnet. Please consult the E Safety policy for further detail and see the Pre-Prep School Staff, parent and pupil ICT User Agreements.

7.12 Prevent

In the Pre-Prep the Headmistress oversees and coordinates the school's implementation of the Prevent Duty.

- Activities off the Premises
- Administering Medicines Policy
- E Safety Policy
- EYFS Parent Handbook
- EYFS Photography, Video and Images Procedure
- Intimate Care Policy
- Physical Restraint Policy
- Supervision Policy
- Working in Partnership with Parents Policy

**APPENDIX 1 – SAFEGUARDING CHILDREN
MONITORING/INCIDENT FORM**

Senior School

Junior Branch

Pre-Prep

Name of pupil:

Date of birth:

Status: monitoring due to concerns subject to child protection plan

Concerns/risks

Contact with parents/family

Health and physical appearance

Periods of exclusion (including dates)

Behaviour and emotional presentation (including any sexualised behaviour)

Concerning incidents

Peer relationships

Academic performance and achievement

Views of child and parents:

Outcomes of monitoring

continue monitoring carry out CAF referral to FSSW

referral to health services referral for education support services

referral for behavioural support referral on behalf of parent/carer

Action Taken

Name and signature of staff member:

Date:

APPENDIX 2 – SAFEGUARDING BASIC INFORMATION RECORD

This record is to be placed at the front of the pupil's welfare record

Senior School

Junior Branch

Pre-Prep

Name of pupil:

Date of birth:

Address:

Pupil's status:

child in need

child protection

looked after

Parent/carer details:

Contact number:

Name of GP:

GP contact details:

Other agencies involved:

Name	Agency	Contact details

APPENDIX 3 – UNCOLLECTED CHILD POLICIES THE PRE-PREP AND JUNIOR BRANCH

1. Collection Procedure for Pupils at The Pre-Prep

Purpose

To ensure an uncollected child is returned to their parent/carer or agreed emergency contact as quickly as possible and with the minimum distress to the child. All children have an emergency contact list completed upon admission to school. This 'Parent Contact Sheet' is always taken off-site. Parents are reminded at regular intervals to keep this updated.

Collection Procedures

Nursery lunch time collection

- Front door is opened at 11:45am to allow access for parents.
- Pupils in Nursery are collected by their parents/carers from the class carpet.
- Member of staff on the exit door.
- Photo ID of parents and carers kept in classroom.
- List for changes of routine pick up on notice board in the classroom.

Nursery end of the day collection

- Gates opened 10 minutes before home time to allow access for parents.
- Pupils in Nursery are collected by their parents/carers from the class carpet.
- Member of staff on the exit door.
- Member of Nursery staff also on playground gate for afternoon departure.
- Photo ID of parents and carers kept in classroom.
- List for changes of routine pick up on notice board in the classroom.
- After 15 minutes a member of the School Office staff will phone any late parents/carers.

Reception end of day collection

- Door is opened at 3:00pm to allow children to leave with their parents.
- Staff call pupils to the blue door and ensure that all pupils are collected by the appropriate adult.
- Photo ID of parents and carers kept in classroom.
- List for changes of routine pick up on notice board in the classroom.
- After 15 minutes pupils who are left are taken to the school office, where the secretary will ring their parents.

Reception Wednesday afternoon collection

- Door is opened at 12:00pm to allow children who are not staying for Wednesday afternoon to leave with their parents. Children who are staying for Wednesday

afternoon sessions, remain in the classroom where they are supervised by another member of staff.

- Staff call pupils to the blue door and ensure that all pupils are collected by the appropriate adult.
- Photo ID of parents and carers kept in classroom.
- List for changes of routine pick up on notice board in the classroom.
- After 15 minutes pupils who are left are taken to the school office, where the secretary will ring their parents.

Permission

Parents must give prior written permission for anyone new collecting their child in Nursery and Reception. The school needs to be informed in writing (i.e email) if someone new is to collect a child in the EYFS.

Years 1 & 2 end of day collection

- Classes in Years 1 & 2 are dismissed from both the Library and playground. Class teachers establish from which departure point their children will be dismissed and parents/carers are advised accordingly.
- Doors are opened at 3:10pm (Year 1) and 3:20pm (Year 2) to allow children to leave with their parents/carers.
- Staff call pupils to the blue door or black gate and ensure that all pupils are collected by the appropriate adult.
- After 15 minutes pupils who are left are taken to the school office, where the secretary will ring their parents.

Procedure if a child is not collected (onsite)

A child will always be looked after if a parent/carer is late for any reason. If a child is not collected at the end of a session, the following procedure will be followed:

1. 15 minutes after the designated collection time, the teacher in charge will ensure that the parent \ carer is contacted. If they are not available, the emergency contact will be phoned.
2. The teacher in charge will ensure a member of staff stays with the child and offers reassurance.
3. The teacher in charge will ensure the Headmistress is informed of the situation to make any necessary staffing arrangements.
4. If the child has not been collected and no appropriate arrangements made by 1 hour after the end of a session the Headmistress or teacher in charge will consult with the Headmaster of the Junior Branch about contacting Social Services.
5. Upon contacting Social Services, a course of action specific to the circumstances will be made and the Headmistress will ensure that the actions required of the school are completed and passed on to colleagues.

6. Until such a time as the child is passed on into the care of those within the actions agreed with the Social Services, the staff will continue to provide appropriate care and reassurance to the child.
7. As soon as practicable after the incident, the Headmistress will record the incident and outcomes.

In the Event of a Child not being Collected Offsite

1. The member of staff waiting with the uncollected child, phones the School Office. If the School Office has had a message that the parent is running late, the member of staff is informed and waits with the child until the parent/carer arrives.
2. If no message has been received, the member of staff contacts the parent and informs them that the child is waiting for collection.
3. The child waits with a member of staff until the parent/carer arrives.
4. In the event of no contact being established, the child is brought back to school by the member of staff.
5. All contact numbers which relate to the child are tried until contact is made. The 'Parent Contact Sheet' is always taken off-site.
6. If no contact can be made after 30 minutes after the allocated pick-up time, the staff member should return to school with the child. If at all possible, another member of staff should remain for a further 15 minutes. If the adult is alone with the child, then an on-site member of staff should be informed of the return to school.

Procedures if a Child has not been Collected after One Hour

1. If the child has not been collected and no appropriate arrangements made by one hour after the end of the designated finishing time, the Headmistress or in her absence the Deputy will make a decision on whether Social Services should be contacted. This decision will only be made in consultation with another Senior Management Team member.
2. If neither the Headmistress nor the Deputy are present and contact cannot be made with the Headmistress or the Deputy, the Headmaster of the Junior Branch will be consulted. If he is not able to be contacted, the Headmaster of Senior School should be consulted.
3. If Social Services are contacted, the Headmistress will agree with them a course of action specific to the circumstances and ensures that the actions required of the School are completed and passed on to colleagues.
4. Until such a time as the child is passed on into the care of those within the actions agreed with the Social Services, the staff will continue to provide appropriate care and reassurance to the child.
5. As soon as practicable after the incident, the Headmistress will record the incident and outcomes in the appropriate log.

The pupil entrance (main blue door) is opened and manned at collection and drop-off times. Outside these times, the entrances are locked and access is through a video-phone (and finger print recognition door entry system) at the red door.

2. Junior Branch

Background

All children have an emergency contact list completed upon admission to school. Parents are reminded at regular intervals to keep this updated. If a child is not collected at the end of a session, the following procedure will be followed.

Procedure

Rest assured, we will always look after your child if you are late for any reason but the following procedure will be adhered to:

1. Boys are allowed supervised play in the playground at the end of normal school time between 15:35 and 15:45.
2. At 15:45 a bell is rung. Any boy not collected by parent/carers at this time is brought either to Homework Club (in the Library) or to the reception area next to the Office. The parents/carers of any boy who is not waiting for collection at the end of Homework Club may be contacted during this period.
3. At 16:00, any boys still in the reception area transferred to Homework Club (Library). Parents/carers can collect directly from the Library during this time.
4. At 17:00 any boys not collected from Homework Club are brought back to the reception area by the office. A duty member of SMT will then make further calls to parents/carers and will supervise any boy on site until collection.
5. If no collection is made within a reasonable timeframe after 17:00, the duty member of SMT will contact social services will agree with the social services a course of action specific to the circumstances and ensure that the actions required of the school are completed and passed on to colleagues.
6. As soon as practicable after the incident, the Headmaster will record the incident and outcomes in the appropriate log.
7. The school will also ensure that the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

APPENDIX 4 – PUPIL SAFEGUARDING AT UCS ACTIVE SPORTS CENTRE UP

Core Hours 0800 – 1600

Between the hours of 0800 – 1600 (core hours) the Foundation schools are the primary users of the sports centre but on occasions other members of the general public, other schools and contractors may well enter the centre. To ensure that pupils are fully safeguarded at all times whilst using the centre during the core hours the following regime will be followed:

1. Changing rooms and the swimming pool hall will be secured with entry only through locked and coded doors.
2. Door entry codes will be changed on a regular basis.
3. Only pupils and vetted UCS Foundation (UCSF) staff will be permitted entry to the changing rooms and swimming pool hall during the core hours.
4. All other areas of the sports centre (reception, sports hall, gym, fitness studio, teaching area) will be supervised by vetted UCSF staff whenever pupils are using these areas.
5. UCSF vetted staff will wear ID badges with a claret lanyard unless they are actively involved in sport.
6. UCSF vetted staff will ensure that on no occasion are pupils left unsupervised outside the secured areas of the sports centre.
7. Visitors to the centre will be required to sign in either by card - if they are UCS Active members - or in a visitors book if non-members.

After School Activities 1600 – 1800

Between 1600 - 1800 UCS Active is used by non-UCS children who attend for swimming lessons run by a separate company [Paul Dillion Swim School]. These children are normally escorted by adults who will enter the changing rooms and swimming pool hall. Between these hours a limited number of UCS pupils may be using the centre facilities as part of extra-curricular after school activities including Transitus and Sixth Form use of the gym, cricket net practice and occasional basketball matches. From 1745 private members start to arrive at the centre for club activities that commence at 1800.

The following regime will be in place between 1600 – 1800 to ensure the safeguarding of UCS pupils between these hours:

1. Locks will be off in the swimming pool hall and changing room.
2. Roving supervision will be in place for both changing rooms by gender appropriate, vetted, UCS Active staff.
3. At 1800 the UCS Active Duty Manager will be responsible for ensuring that all UCS pupils (other than those who are private members) have left the centre.

APPENDIX 5 – PUPIL SAFEGUARDING AT THE UCS PLAYING FIELDS

Given the nature of the UCS playing fields and the fact that we have no way of controlling visitors to the playing fields, which includes parents from both UCS and other schools, pupils and staff from other schools, Old Gowers, contractors and deliveries, we have designated the playing fields as a non-safeguarded site.

Pupils from all three schools in the Foundation are supervised at all times when they are at the playing fields by both teaching staff and grounds staff. It is the responsibility of those staff to ensure that only pupils and authorised adults from UCS and visiting schools have access to the changing rooms.

