



Broadwaters Inclusive Learning Community Safeguarding and Child Protection Policy

Policy Originators	Dawn Ferdinand and Margaret Sumner
Governor Responsible	Marilyn Francis
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1. KEY CONTACTS

The Willow Primary School and Broadwaters Children Centre	
Designated Child Protection Lead	Dawn Ferdinand
Deputy Designated Child Protection Lead	School – Natasha Beckles CC – Cherri Fox and Edyta Ballentyne
Nominated Child Protection Governor	Marilyn Francis
Head Teacher	Dawn Ferdinand
The Brook Special Primary School	
Designated Child Protection Lead	Margaret Sumner
Deputy Designated Child Protection Lead	Tom Laverty
School Nurse Designated Lead for Health	Cathy Jackson
Nominated Child Protection Governor	Marilyn Francis
Head Teacher	Margaret Sumner
LOCAL AUTHORITY CONTACTS	
Single Point of Access (Previously First Response)	020 8489 4592 / 5652 / 5762 / 4582
Disabled Children’s Team (The Brook)	020 8489 3672 / 3675
Local Authority Designated Officer	020 8489 2968 / 1186 lado@haringey.gov.uk
Haringey Local Safeguarding Children’s Board	020 8489 1472 lscb@haringey.gov.uk

Whittington Health	Designated Nurse for Child Protection: 020 8442 5409 Designated Doctor for Child Protection: 020 7405 9200 ext 5137 or 07795 665 706 Named Nurse for Child Protection: 020 8489 3096 or 07970 269 539 Named Doctor for Child Protection: 020 8448 5540 or 07795 665 706
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2. INTRODUCTION

BILC fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children.

Practitioners who work with children in this school will read this policy within the framework of the following guidance and legislation;

- Keeping children safe in education: statutory guidance for schools and colleges (2016)
- Working Together to Safeguard Children (2015) statutory guidance
- London Child Protection Procedures, 5th Edn.(2015)
- Information Sharing (2015)
- What to do if you're worried a child is being abused (2015)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Children and Families Act 2014

Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school including governors. It is consistent with the local safeguarding children's board (LSCB) procedures.

3. PRINCIPLES AND AIMS

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. Teaching assistants, mid-day supervisors and admin staff, as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
 - ensure children and parents know that there are adults in the school whom they can approach if they are worried
 - include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse
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We will follow the procedures set out by Haringey local safeguarding children's board and take account of guidance issued by the DfE to:

- ensure we have a **designated child protection lead** (and a deputy) responsible for child protection who has received appropriate training and support for this role
- ensure we have a **nominated governor** responsible for child protection
- ensure every member of staff (including temporary and supply staff and volunteers) and every member of the governing body knows the name of the designated child protection lead responsible for child protection and their role
- ensure all staff have regular training in, and are familiar with, the categories and possible signs of abuse and neglect
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated child protection lead responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school's website
- notify social care if there is an unexplained absence of a pupil who is on the child protection register
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters
- attend and take part in core groups and conferences as and when required
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations
- develop and then follow procedures where an allegation is made against a member of staff or volunteer (see whistle-blowing policy, policy on managing allegations against staff and volunteers, LSCB guidance, school disciplinary procedures and policy on care, control and restraint,)
- ensure safe recruitment practices are always followed, see Keeping Children safe in education 2016)
- ensure that DBS processes are applied consistently and that secure records are kept that are consistent with the provision of the Data Protection Act 1998

The four key elements to our policy are:

- **Building resilience** - raising awareness of child protection issues and equipping children with the language and skills needed to keep themselves safe. Establishing a safe environment in which children can learn and develop within an ethos of openness
- **Procedures** - developing and implementing clear procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse
- **Supporting vulnerable pupils** - supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **Preventing unsuitable people from working with children** - ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

3.1 Building Resilience

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse both in the real and the virtual world and information about who to turn to for help
- Include, in the curriculum, materials which reinforce essential skills for every child in understanding and assessing risk. Use PSHE work to build self esteem, the skills to think independently and make sensible decisions based on their own judgements.

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

The school will endeavour to support the pupil through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- liaison with other agencies that support the pupil such as social care, the Child and Adult Mental Health Service (CAHMS), the Attendance and Welfare Service and the Educational Psychology Service
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3.3 The Brook Special Primary School

Schools such as The Brook play a vital role in child protection through the identification of abuse and the monitoring of disabled children about whom there are concerns. There is evidence that the incidence of abuse amongst children with profound and multiple and severe learning difficulties and those with complex needs such as Autism, can be as much as four times more prevalent than amongst the general child population. Because of the inability of many of the children to alert others to their problems, they are dependent upon those working with them being able to recognise and interpret danger signals. This demands great responsibility and sensitivity on the part of school staff. There may be a number of explanations for the signs or behaviours suggesting abuse, but staff should always check out their suspicions as far as they are able following the procedures.

4. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

- 4.1 Where we have concerns about the welfare of a child we will follow the procedures set out by the Haringey Local Safeguarding Children Board (LSCB). A copy of these procedures can be found on the LSCB website:
<http://www.haringeylscb.org/>
- 4.2 We will ensure that all staff receive child protection training at the point of their induction which is updated regularly, at least annually, so that they are confident about:
- the school's legislative responsibility
 - their personal responsibility
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- the school's policies and procedures
- the need to be alert to the signs and indicators of possible abuse
- the need to record concerns
- how to support and respond to a child who tells of abuse
- how the school will fulfil its duty of care to staff who have been accused in a child protection issue
- what other independent agencies are available to support staff (eg TUs, Teacher Support Network etc)

We will ensure that all staff, paid and unpaid and governors, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

We will also ensure that designated members of staff for safeguarding have safeguarding training every two years and their knowledge and skills is refreshed at least annually

Staff and leaders receive regular updates on safeguarding at least annually

- 4.3. We will ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties and this policy on the school website.

4.4 Liaison with Other Agencies

The school will:

- ensure that the designated child protection leads take advice from a child protection specialist when managing complex cases. The designated child protection leads have access to the Single Point of Access Advice Line, Early help Coordinators and the out-of-hours duty team.
- The Brook may also access the duty social worker for the Disabled Children's team.
- work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- co-operate as required, in line with Working Together to Safeguard Children, 2016, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- notify the relevant social worker immediately if; it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently), there is an unexplained absence of a pupil who is subject to a Child Protection Plan or there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

4.5 Record Keeping

The school will:

- keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to children's social care immediately.
- ensure all records are kept securely, separate from the main pupil file, and in a locked location.
- ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the education child protection record keeping guidance.

4.6 Confidentiality and information sharing

Child protection information will be stored and handled in line with the data protection act 1998 principles. The data protection act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Child protection records are normally exempt from the disclosure provisions of the data protection act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection records, they will refer the request to the designated child protection leads or head teacher.

The school will:

- ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the designated child protection leads or children's social care as required.
- ensure that the head teacher or designated child protection leads will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including domestic violence notifications.
- make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- ensure staff are clear with children that they cannot promise to keep secrets.
- ensure that statutory guidance on recording allegations against adults are followed – (see managing allegations against staff and volunteers policy)

4.7 Communication with Parents/Carers

The school will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school website.
- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from children's social care.

4.8 PROCEDURES FOR STAFF WHERE THERE ARE CONCERNS ABOUT A CHILD

These child protection procedures **must** be followed where there are any concerns about a child that may fit into the four categories of abuse, (Appendix 2) or if a child discloses information of concern.

1. Pass on your concern to the designated child protection lead as soon as possible. Child protection must take precedence above all else and can initially be passed on verbally.
 2. As soon as possible, complete a 'Note of concern' sheet (**Appendix 3**) and give this to the designated child protection lead or the deputy designated child protection lead. 'Note of concern' sheets can be found in the staffroom and on the shared drive. This written note should be filled in completely and should be as accurate and factual as possible to be about exactly what was seen, heard, said or noticed and when. Opinions, assumptions and interpretations **should not** be recorded, as they are clearly separate from the facts. If you do not feel confident to do this yourself, please ask for help.
 3. Remember confidentiality, and do not discuss your concern with others unnecessarily.
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5. Do not discuss your concerns with parents or carers unless this has been specifically agreed and authorised by the Designated Senior Person or Headteacher.

At The Brook, if support staff (special needs assistants/nursery nurses/SMSA/volunteers/Students) have concerns about a child in their class they should inform their class-teacher immediately about their concerns. This is slightly different from Haringey guidelines but agreed by staff as the most effective course of action. Teachers should then go immediately to the DSL (Head Teacher) or her Deputy. All other staff and adults (teachers, professionals, administrative officers, site manager, visitors should report their concerns to the designated teacher (DSL) - Head Teacher .

4.9 What to do if a child discloses something to you (For guidance on managing allegations against staff and volunteers see separate policy and KCSIE)

When a child makes a disclosure (tells you something of concern), always follow the four Rs – Receive, Reassure, React and Record.

Receive

- Listen to the child/young person. If you are shocked at what the child/young person says to you try not to show it. Take what the child/young person says to you seriously - if they are not believed it adds to the traumatic nature of disclosing. If they meet with shock or disbelief, children and young people may retract what they have said.
- Accept what the child/young person says. Be careful not to burden the child/young person with guilt by asking, “Why didn’t you tell me before?”

Reassure

- Stay calm. Reassure the child/young person that they have done the right thing in talking to you. Be honest with the child/young person. Do not make any promises that you are unable to keep, like “I’ll stay with you”, or “Everything will be all right now”.
- Do not promise confidentiality.
- Try to alleviate any feelings of guilt that the child/young person displays, e.g. “You are not alone - you are not the only one this sort of thing has happened to”.
- Acknowledge how hard it must have been for the child/young person to tell you what has happened.

React

- React to the child/young person only as far as is necessary for you to establish whether or not you need to refer the matter.
- Do not interrogate the child or make investigations with third parties to establish any of the facts.
- Avoid asking leading questions, for example “Did s/he?”
- Be careful about what you ask the child; you may taint any evidence being put before a court. Use open questions, such as, “Is there anything else you would like to tell me?” or “When did it happen?”
- Do not criticise the perpetrator. The child/young person may love him/her and reconciliation may be possible.
- Do not ask the child to repeat what has been said to another member of staff.
- Explain what you have to do next and to whom you have to talk to.
- Inform the designated child protection lead.

Record

- As soon as is reasonably practicable make notes on what has happened using the ‘Note of Concern’ sheet – **Appendix 3**.
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- Do not destroy these notes; they will be retained in a safe place. The court in any legal process may require them.
- Record; place, date, time and details of the child/young person involved. Record any noticeable nonverbal behaviour of the child/young person. If the child/young person uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words.
- Use the 'skin map' on the reverse of the 'Note of concern' sheet to indicate positioning, size and location of any injuries you have identified/observed.
- Be objective in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on FACT.
- Hand the record to the designated child protection lead.

4.10 Supporting the child

Give the child time and a safe place. Stay with them and be aware that they may fear reprisals for having told somebody. They may feel confusing emotions. Telling is an act of courage as well as an act of desperation.

Identify the support network available to yourself, as certain disclosures can be emotive. This may include staff counselling services.

4.10.1 Support for Staff

Very often in child protection cases, and especially those involving children with disabilities, the length of time spent in monitoring or in the actual referral process can become very drawn out and very stressful for all those involved. We hope that the monitoring process in itself will be supportive but for personal support within school the Head Teacher, Acting Deputies Head, Pastoral Head or your Head of Department, are all available to talk through issues, which may be upsetting or concerning any member of staff involved in a particular case.

Staff should also be aware that they need to protect themselves from any form of suspicion and Class groups should make sure that, as far as is possible, no member of staff is alone with a child in an intimate situation e.g. other adults have access at all times and that volunteers and students are never left alone.

Staff should also be aware that there is a designated member of staff for safeguarding available at all times that the school is open for staff to discuss concerns.

4.11 Action to be taken by the Designated Child Protection Lead

4.11.1 Sexual abuse

Any suspicion of sexual abuse or actual disclosure by a child that he or she has been sexually abused must be referred immediately to the LA single point of access team, who will contact the appropriate investigative agencies.

Parents/carers should not normally be informed at this stage as this may jeopardise the investigation and the safety of the child. Where there is an allegation of, or concern about, sexual abuse a strategy meeting will be held in order to decide on the most appropriate way to proceed. The referrer will normally be invited to the strategy meeting.

If there is a concern that children under the age of 13 are involved in a sexual relationship this must be referred to the LA single point of access who will contact appropriate agencies.

In the case of a Brook pupil the school may also contact the Disabled Children's Team.

4.11.2 Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information or evidence about drug and alcohol abuse by a child's parents/carers they will follow Single point of Access referral procedures.

This is particularly important if the following factors are present:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- disturbed moods as a result of withdrawal symptoms or dependency.
- unsafe storage of drugs and/or alcohol or injecting equipment.
- drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

4.11.3 Domestic Abuse

The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

The designated child protection lead will take appropriate action to ensure children and young people are kept safe and will seek advice from the child protection advisers where necessary. Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family.

4.11.4 Forced Marriage/Honour Based Violence

A 'forced marriage', as distinct from a consensual 'arranged marriage', is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds.

The Governments definition of a Forced Marriage is;

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The staff in our school, through induction and whole school training, are aware of the importance and impact on a child/student who is or whose family is involved in such situations.

“Honour-based” violence – is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including assault, imprisonment and even murder where the person is being punished by their family and their community – children and young people are being punished for supposedly undermining what the family or community believe to be correct behaviour.

All cases of disclosures or concerns relating to forced marriage/honour based Violence will be reported directly to the DSL and the Police where it is deemed necessary. Information and advice will be sought from single point of access and referrals made to early help or social care where appropriate (**Appendix 1**).

4.11.5 Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health. FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK. The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they believe FGM has been carried out.

School staff will be made aware of the signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, will be dealt with under the child protection procedures in this policy.

Indications that FGM may be about to take place include:

- the family comes from a community that is known to practise FGM. The practice is most common in the western, eastern, and north-eastern regions of Africa, in some countries in Asia and the Middle East, and among people from these areas.
 - a child may talk about a long holiday to her country of origin or another country where the practice is prevalent, including African countries and the Middle East.
 - a child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion.
 - a child may request help from a teacher or another adult.
 - any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
 - any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.
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Indications that FGM may have already taken place include:

- a child may spend long periods of time away from the classroom during the day with bladder or menstrual problems if she has undergone the most severe form of FGM.
- a prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that a girl has recently undergone FGM.
- a child requiring to be excused from physical exercise lessons, without the support of her GP.

Professionals also need to be vigilant to the emotional and psychological needs of children who may/are suffering the adverse consequence of the practice (e.g. withdrawal, depression etc).

The designated child protection lead will make appropriate and timely referrals to social care via the single point of access if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to social care even if it is against the pupil's wishes.

Further information can be found on the London Safeguarding Children Board's website and the fact sheet from the World Health Organisation:

Safeguarding children at risk from FGM -

http://www.londoncp.co.uk/chapters/sg_ch_risk_fgm.html

World Health Organisation Factsheet -

<http://www.who.int/mediacentre/factsheets/fs241/en/>

4.11.6 Child Sexual Exploitation (CSE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyber bullying and grooming. It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

School will contact the child protection advisers if there is a concern that a young person may be at risk.

The risk will be assessed with reference to the 'Risk Assessment Framework for Children Abused through Sexual Exploitation' -

http://www.londoncp.co.uk/files/supp_sex_exp_app1_riskframe.pdf

Further information can be found on the London Safeguarding Children Board's website: Safeguarding children at risk from child sexual exploitation -

http://www.londoncp.co.uk/chapters/sg_sex_exploit_ch.html

4.11.6 Preventing Violent Extremism

We all have a role to play in community building in Haringey and making the borough a place where people from all backgrounds get on and live safely together.

Safeguarding from radicalisation and extremism is no different from safeguarding from other forms of harm. All staff will clearly understand the pathways for vulnerable individuals and be aware of how to recognise vulnerability and mitigate the risks. The school has an action plan showing how it is mitigating risk and embedding British values of tolerance and respect.

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non proscribed extremist groups such as the English Defence League.

4.11.8 What will school do?

If staff have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, they should respond as they would to all vulnerable children and follow the procedures below:

- Talk to the family and other professionals working with the young person about the concerns and get their views.
- Seek consent to complete an early help referral and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family.
- Liaise with the LA Prevent lead.
- *If you suspect someone is actually engaged in terrorist activity, contact the police or the anti-terrorist hotline immediately on 0800 789 321.*

4.11.8 Channel

Channel is a joint initiative between the police and Haringey Council which offers support and guidance to local people who may be at risk of becoming involved in extremism, Channel is voluntary and once an assessment has been made can provide a support package tailored to the individual's needs. If you are concerned that someone you are working with is at risk of getting involved in extremism, contact the Channel Co-ordinator. To discuss any potential referral, please email: saferecommunities@haringey.gov.uk

4.11.10 What happens after any concern is reported?

When the designated child protection lead receives any concern, they can talk it through with the duty officer in the single point of access team. The duty officer will then discuss the concern and assist in deciding whether a formal child protection referral is appropriate and facilitate the reporting of that formal child protection referral.

If the concern arises outside of the hours operated by the advice Line and it is believed the child may be at immediate risk the children's social care out of hours team or the police will be contacted without delay. If there are any concerns that a child may be at risk of immediate harm, the police will be contacted by dialling 999.

If the designated child protection lead decides that it is not a child protection referral matter, a record will still be made of the incident and kept in the child protection files, so that patterns of concern can be seen.

If a child makes a direct allegation of abuse or has a distinct injury and/or is experiencing pain and/or discomfort and for which no reasonable and consistent explanation is available this will not be discussed with parents/carers in the first instance.

If a less distinct injury is noticed or if the child makes a reference to having been physically punished but no injury is evident and no pain/discomfort is reported, the designated child protection lead will raise this with parents/carers where possible. If there is a reasonable explanation and there is no pattern of unexplained injuries, a pattern of absences from school or any other concerns before these injuries are noticed; the incident will still be recorded and kept in the child protection file in case similar issues are raised again in the future. For a summary of these procedures see **Appendix 1**.

5. SUPPORTING VULNERABLE CHILDREN

- 5.1** We recognise that; neglect, abuse or witnessing violence may have an adverse impact on those children, which may last into adulthood, without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support the pupil through:

- curricular opportunities to develop self-esteem and self-motivation.
- promoting a positive, supportive and safe environment
- ensuring the school's behaviour policy supports vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- liaison with other agencies which support the pupil such as Children's Social Care and Child and Adolescent Mental Health Services (CAMHS).
- a commitment to develop productive and supportive relationships with parents/carers.
- monitoring and supporting all pupil's welfare, keeping records and notifying children's social care when concerns are raised.
- ensuring that when a pupil, who is subject to a child protection plan, leaves, information is transferred to the new school immediately. The child's social worker will also be informed.
- notifying the education welfare officer EWO **and** children's social care, if a child who is subject to a child protection plan or where there have been ongoing concerns, is missing from school.

5.2 Children with Special Educational Needs

The school has pupils who may have additional needs and/or communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express

themselves to others. Instead such children may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

As part of the PSHE and SRE curriculum staff will teach all children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

We ensure that all children have access to a range of adults with whom they can communicate confidently.

5.3 Children Missing From Education

Children missing education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

We monitor pupils' attendance through a twice daily register. The school's welfare/ admin staff make first day absence calls to families where a child is absent and the school have not been informed. (*secondary schools may be monitoring each lesson*)

Schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this our welfare /admin/lead for pastoral care will investigate any unexplained absences.

Each half term/term, we inform Haringey education welfare service of the details of pupils who are regularly absent from school (attendance has fallen below 90%). We inform the education welfare service immediately of any pupil who has been absent for 10 consecutive days, and despite the efforts of school staff, the family have not been located. This may include a home visit by school staff to verify the pupil's whereabouts. The local authority's education welfare service will then conduct further checks.

We will not remove a child from the admission register until another school has requested the unique pupil number for that child or we have liaised and referred the case to the education welfare service who has agreed to the removal from the school role.

If there are concerns about the attendance of a child who is subject to a child protection plan or who is looked after by the local authority, the school will also inform the child's social worker.

If a parent reports that their child has gone missing from home, we ensure this has been reported to the police. If a child absconds from school during the course of the day, the parent will be informed, and if necessary or if the pupil cannot be located, the police will also be informed.

As required, we arrange full-time education for any pupil on a fixed term exclusion, from the sixth school day of the exclusion.

6. SAFER RECRUITMENT; SINGLE CENTRAL RECORD, DBS CHECKS

6.1 Keeping Children safe in Education (2016) outlines safer recruitment processes in education settings. Safer recruitment at this school means that all applicants will:

- complete an application form
 - provide two referees, including at least one who can comment on the applicants suitability to work with children
-

- provide evidence of identity and qualifications
- complete a barred list check and DBS check before taking up a post
- be interviewed, with at least one question referring to CP knowledge

The school staffing regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training as advised by their LSCB.

The following members of staff have undertaken Safer Recruitment training: Dawn Ferdinand (The Willow), Margaret Sumner (The Brook)

The following members of the governing body have undertaken Safer Recruitment training: Marilyn Francis (Chair of Governors)

6.2 Single, Central record

It has been a requirement since 2007 that all schools must maintain a Single Central Record of recruitment and vetting checks. This was set out in the original publication 'Safeguarding Children and Safer Recruitment in Education (2007)' and updated in the DfE's September 2016 statutory guidance. The details of all staff and regular visitors or volunteers must be kept on the school's single central record to ensure that checks have been carried out.

The statutory guidance states: "Generally, the information to be recorded is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- Full name and address checks
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- further checks on people living or working outside the UK
- a check of professional qualifications
- a check to establish the person's right to work in the UK/visa details
- Self declaration of disqualification by association/ disqualification from early years or childcare provision self declaration form

This single central record is checked termly by the Headteacher and governor responsible for safeguarding to ensure there are no gaps in the record.

6.3 Visitors and guest speakers to school

Any outside speakers or visiting organisations will be cleared with the head teacher before booking. Staff will ensure that the speaker/organisation is complementing the programmes of study and teaching taking place in the school. Prior to the visit the content of the session will be discussed and it will be made clear to the visitor that behaviour management is the responsibility of the school staff who will remain present at all times.

7. **MANAGING AND PREVENTING ALLEGATIONS AGAINST STAFF**

- 7.1** Any allegation of abuse made against a member of staff will be reported straight away to the head teacher. In cases where the head teacher is the subject of an allegation, it will be reported to the chair of governors.

The school will consult with the local Authority Dedicated Officer (LADO) in the event of an allegation being made against any member of staff and adhere to the relevant procedures as

set out in the school's managing allegations against staff and volunteers policy, Keeping Children Safe in Education and the LSCB's guidance, available on Haringey LSCB website.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended- refer to managing allegations against staff and volunteers policy for guidance.

Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff; paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the school's code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff will be made aware that behaviour that contradicts the code of conduct, which takes place outside of school, may still lead to disciplinary procedures.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny (see social media policy).

7.2 All Staff are trained in good practice so that they can reduce the risk of allegations being made against them. In addition, the following issues are specific to BILC:

7.2.1 Working 1:1

This must always take place in a room where staff can be seen and / or heard from outside the room with the door open.

7.2.2 Changing Pupils who have wet or soiled themselves (not SEN pupils)

If a child has wet or soiled themselves due to illness, the parent should be called to collect the child. If this will result in a delay, then the child will be changed by school staff. The procedure for changing a child who has wet themselves should be followed:

- member of staff collects clean clothing and wet wipes if required.
 - child undresses themselves as appropriate in one of the toilet cubicles.
 - member of staff waits outside the toilet cubicle.
 - if the child needs assistance, the member of staff will call another member of staff in their phase to assist.
-

- both members of staff must be within sight of each other and the dignity of child maintained at all times.

7.2.3 Changing Pupils who have wet or soiled themselves (SEN pupils) See also Appendix 5

When changing children who require intimate care, it is ideal, although not always practical, that there are two members of staff who are involved in this. Again, please follow the guidance outlined above.

All changing of pupils must only be carried out by teachers, teaching assistants, midday supervisors or office support staff directly employed by the school. Volunteers, work-experience students, teacher training students, sports coaches and consultants must never change any pupil.

7.2.4 Use of personal mobile phones during school hours

Personal mobile phones should not be used in class. If a text or an e-mail needs to be sent then it must be done away from the class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices. If members of staff use their equipment in this way they are still expected to follow professional standards and abide by the school's social media policy. Personal phones **must not** be used to take photographs of school activities

7.2.6 Photography using mobile phones

Nearly all mobile phones have in built cameras and that if used whilst at work, in school, an allegation could be made that a member of staff has taken inappropriate images with those cameras. Staff should always use school-owned cameras or tablets if taking photographs of children.

7.2.7 Physical Restraint of Pupils

A proportion of allegations against teachers and school support staff relate to incidents involving the physical restraint of pupils. In this school:

- there will be staff trained in the use of physical restraint;
- all staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;
- training will be recurrent, with annual updates at a minimum, and will be appropriate to the type of school setting and to the age and developmental level of pupils;
- training will include information about the effects of medications pupils may be receiving and how restraint procedures might affect the physical wellbeing of the pupil during restraint procedures;
- training will include multiple methods for monitoring a pupil's well-being during a restraint;

(See policy on positive handling/ physical restraint for further guidance. Also refer to Use of Reasonable Force – advice for head teachers, staff and governing bodies' - current edition July 2013)

8. EXTENDED SCHOOLS AND BEFORE AND AFTER SCHOOL ACTIVITIES (ON OR OFF SCHOOL SITE)

During before and after school activities, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies

and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

9. ASSOCIATED POLICIES

The following policies provide guidance on matters which may relate to safeguarding and should be read in conjunction with this policy;

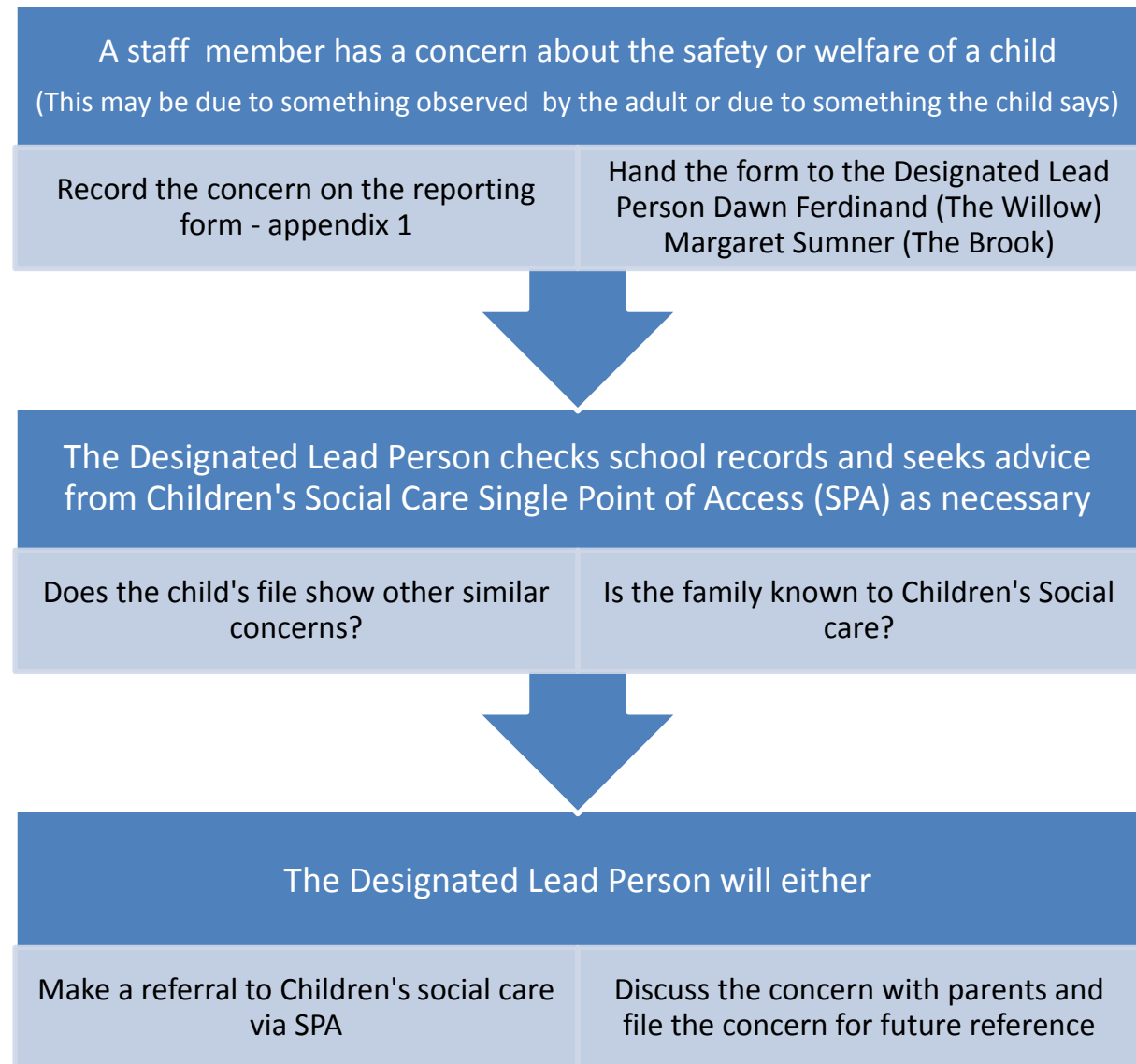
- Staff Discipline, Conduct and Grievance
- Managing Allegations Against Other Children (including Sexting) (see Appendix 6)
- Managing Allegations Against Staff and Volunteers (see section 7)
- Sex and Relationships Education
- Whistle Blowing (see Appendix 10)
- SEND
- Intimate Care (see Appendix 7)
- Positive Handling
- Behaviour
- Anti Bullying
- E.safety
- Curriculum Statement.

10. IMPLEMENTATION, DISSEMINATION AND REVIEW

This policy is reviewed annually by the designated child protection leads and ratified by the governing body. All staff read and agree to the policy during their induction. At this time they also read and sign Working Together to Safeguard Children Part 1. Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

Overview of Procedures

Summary: What happens if anyone is worried about the welfare or safety of a child in our school?



Categories of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

There are four recognised types of abuse and it is important that all staff and volunteers know what they are and how to recognise them. These are;

Physical abuse

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

Signs of physical abuse:

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appears excessive
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

Signs of sexual abuse:

- sudden changes in behaviour or school performance
 - displays of affection in a sexual way inappropriate to age
 - tendency to cling or need reassurance
 - tendency to cry easily
 - regression to younger behaviour such as thumb sucking, acting like a baby
 - complaints of genital itching or pain
 - distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger
 - unexplained gifts of money
 - depression and withdrawal
 - apparent secrecy
-

- wetting day or night
- sleep disturbance or nightmares
- chronic illness, especially throat infection or venereal disease
- anorexia or bulimia
- unexplained pregnancy
- fear of undressing eg. for sport
- phobias or panic attacks

Not all sexually abused children will show clear signs of disturbance. Some will be model pupils displaying none of the characteristic signs of sexual abuse.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children to feel frightened, or in the exploitation or corruption of children.

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

Signs of emotional abuse:

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over reaction to mistakes
- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (eg. rocking, hair twisting, thumb sucking)
- self mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- running away
- compulsive stealing or scavenging
- social isolation
- desperate attention-seeking behaviour
- depression, withdrawal
- air of detachment ('don't care' attitude)

Neglect

Neglect is the persistent failure to meet a child's basic and/or psychological needs, likely to result in serious impairment to the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter
 - protect a child from physical and emotional harm or danger
 - ensure adequate supervision (including the use of inadequate care-givers)
 - ensure access to appropriate medical care or treatment
-

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of neglect:

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or poor attendance
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour
- poor or no social relationships
- running away
- compulsive stealing or scavenging

Poverty and neglect are totally different – they are not equivalent states.

Children with Disabilities: Abuse Indicators

In addition to the universal indicators of abuse, other behaviours can be considered abusive for children with disabilities. These include:

- Force feeding
- Unjustified or excessive physical restraint
- Rough handling
- Extreme behaviour modification including the deprivation of medication, food or clothing
- Misuse of medication, sedation, heavy tranquillisers
- Invasive procedures against the child's will
- Deliberate failure to follow medically recommended regimes
- Misapplication of programmes or regimes including care regimes and therapy programmes
- Ill fitting equipment e.g. callipers, sleep board which may cause injury or pain, inappropriate splinting.

Children with Disabilities: Heightened Areas of Risk

As we have said, a disabled child is as vulnerable to physical, emotional or sexual abuse or neglect as any other child, but the level of risk may well be raised through:

- A need for practical assistance in daily living, including intimate care from what may be a number of carers
 - Carers and staff lacking the ability to communicate adequately with the child or understand the needs of the child
 - A lack of continuity in care leading to an increased risk that behavioural changes may go unnoticed
 - Physical dependency with consequent reduction in ability to be able to resist abuse
 - An increased likelihood that the child is socially isolated
-

- Lack of access to 'keep safe' strategies available to others
 - Communication or learning difficulties preventing disclosure
 - Parents/carers own needs and ways of coping may conflict with the needs of the child
 - Cultural attitudes to disability/society's perceptions of need
 - Acceptance of disabled child, embarrassment
 - Parent/carer stress, frustration leading to lack of sleep/ mistakes with medication etc.
 - Lack of adequate housing/respite services
-



CONCERN FORM – THE WILLOW

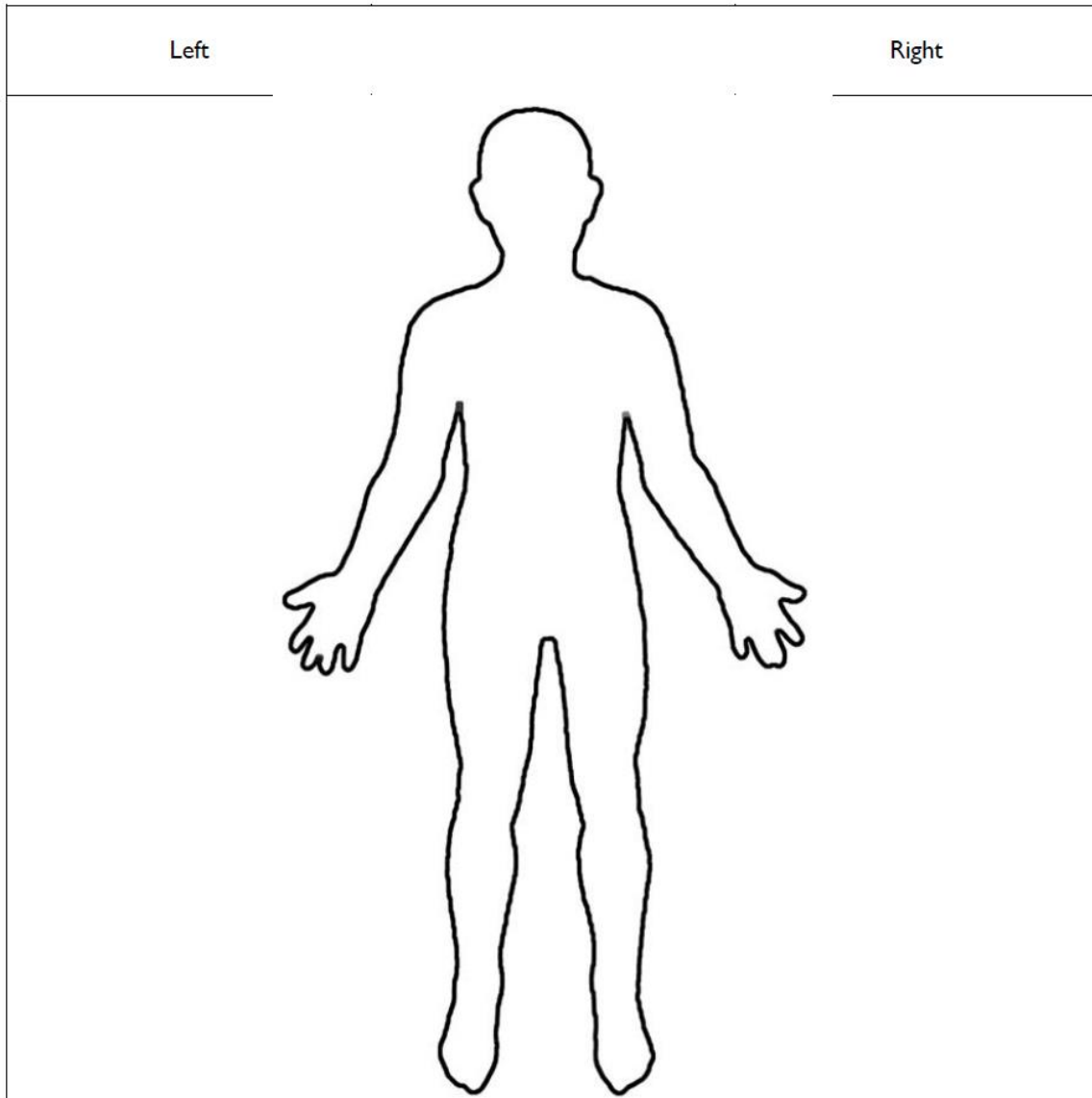
To be filled out for EVERY concern and passed to the Headteacher/Centre Leader (DCPO))

Child's name								
Child's room								
Date and time of incident								
Concerns (continue on back if necessary) Please include: Presentation of child (including: physical, emotional, behaviour, marks, etc) Full details – do not interpret information – use the same language that was used by child) Keep Questions Open (Tell me what happened, where did it happen, who was there, has it happened before, are you afraid to go home)								
Name of staff writing concern								
Signed and dated					Date			
Action taken by the Designated Teacher (DCPO) And Reason	Parent contacted		Parent consent given to share info		Referral or First response contacted		No referral	
	Threshold guidance level		1/ 2/ 3/ 4		Further action to be taken		Yes/no	
	Reasons/Comments:							
Action/ Outcome:								
Signed CPO and dated								

Skin map – used by non-medical staff to assist you in reporting your concerns.
Please highlight:

Front view

Back view



Action: To be completed by the designated person for child protection

THIS IS A DOUBLE-SIDED SHEET

Any discussion to be recorded separately on a note of discussion sheet.



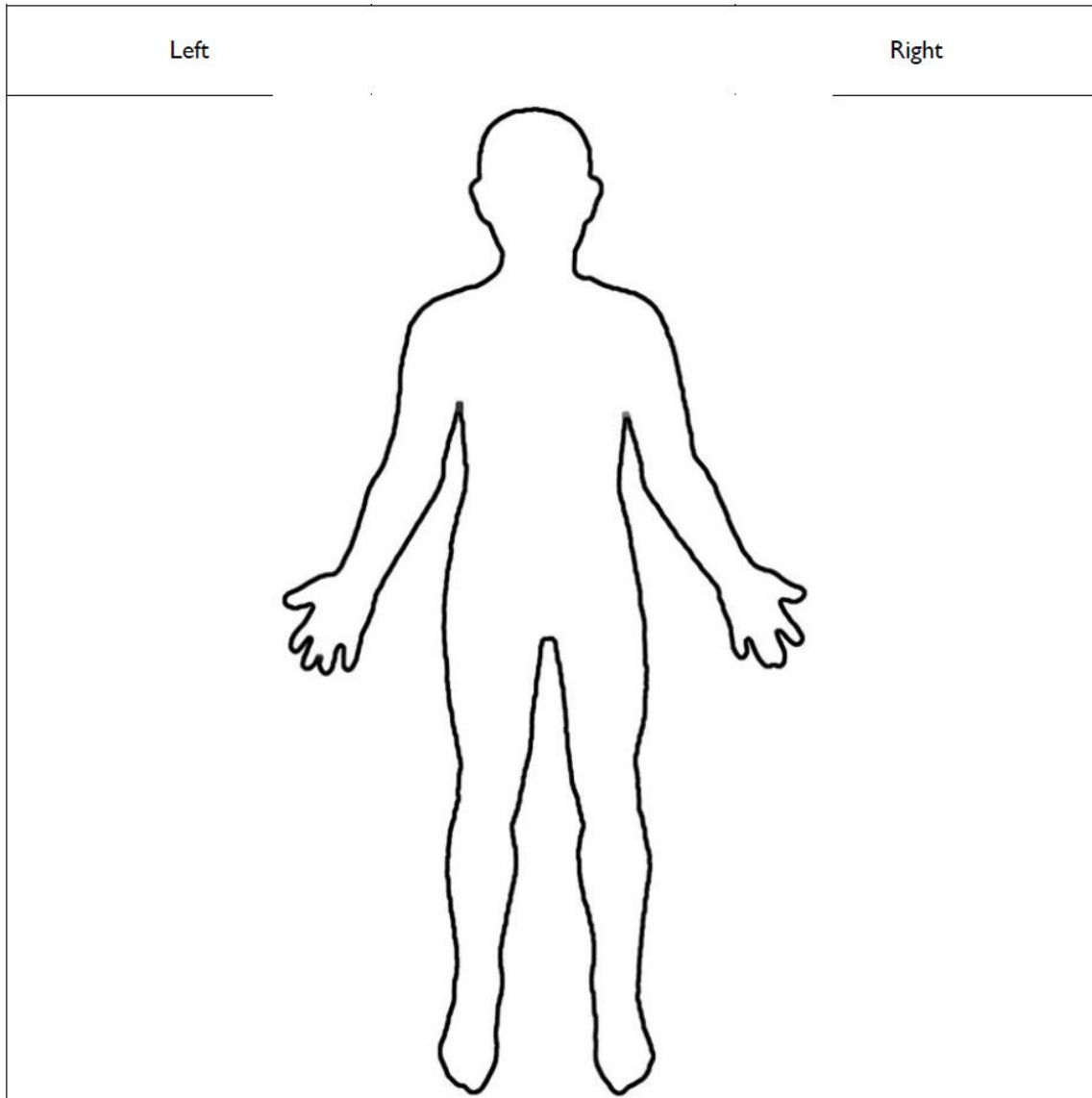
SAFEGUARDING CONCERN FORM – THE BROOK

	To be filled out for EVERY concern and passed to the Headteacher (DSL/Designated Safeguarding Lead) or Tom Lavery, Acting Deputy Head Teacher in HT absence				
Child's Name					
Child's Class					
Date and Time of incident					
<p>Concerns (continue on back if necessary) Please Include:</p> <p>Presentation of Child (including physical emotional behavioural marks , etc)</p> <p>Full details – do not interpret information – just put down exactly what you observed/what happened/what you have been told</p>					
Name of staff writing concern					
Signed and dated					
Action taken by the Designated Child Protection Officer (DCPO) And Reason	Parent Contacted		Referral	No Referral	x
Signed DCPO and dated					

Skin map – used by non-medical staff to assist you in reporting your concerns.
Please highlight:

Front view

Back view



Action: To be completed by the designated person for child protection

THIS IS A DOUBLE-SIDED SHEET

Any discussion to be recorded separately on a note of discussion sheet.

Please note that no examination of the child should be undertaken by members of staff. If the child can indicate allow them to show you any marks. Marks, bruises seen during swimming or PE can be recorded on this sheet.

‘Safe Use of Images’

Introduction

These guidelines have been produced in order to safeguard the students at Broadwaters ILC as far as we can within the procedures regarding the safe photography and video/DVD recording of school activities.

Increasingly, technology is making it easier for pictures and images to be used inappropriately as printed material or on the web. The Data Protection Act and Human Rights Act set out the rights and responsibilities in respect of keeping personal data (including photographs and images) on individuals. The principles of the Act are set out in Appendix 1 but, in summary, everyone has the right to know that information is held on them and the reason for holding that data. They also have the right to refuse permission for that data to be published. The term ‘data’ includes photographic images. The Act is unlikely to apply in many cases where photographs are taken in schools and other educational institutions and fear of breaching the provisions of the act should not be wrongly used to stop people taking photographs or DVD’s/videos which provide many with much pleasure and are an integral part of recording the progress and activities of our students at Broadwaters ILC.

General

The term ‘images’ includes photographs – both digital and film – and video/DVDs. We, as a school, must gain permission to feature or distribute the image of any recognisable individual through publications; exhibition and display boards; the web site and video and film work.

For Broadwaters ILC the use of images includes:

- Photographic record keeping
- P-scale moderation and assessment photographs at The Brook
- Displays of activities within the schools and children’s centre
- Displays of activities outside school such as sporting events, educational visits and journeys, creative events such as those through Creative Partnerships or other organisations.
- Schools’ Brochure and other schools’ documentation
- Film and DVD work of school activities including those within the curriculum

Any or all of these may be used outside the Broadwaters ILC as publicity materials or teaching aids. Visitors to the Broadwaters ILC may also have access to the displays around the school, which may include photographs of the students. However, we only ever include first names of the children or no names at all accompanying the photographs. We also, where possible, use general shots of classrooms or group activities, often taken from behind the children.

The school does not include any photographs of students or staff on our website, even groups of staff or students who cannot easily be identified. Students’ work is displayed on the website as an alternative to photographic images.

Storage

The Broadwaters ILC retains copies of the images for possible further use and they are held in locked cupboards within the ILC and all reasonable precautions are taken to protect the data.

Safeguarding

This is a separate consideration and does not come under the Data Protection Act. When taking any pictures of students, the school ensures that the resulting images cannot be construed as provocative in any way and students are always fully dressed or in PE kit for any photographs.

We realise that parents and carers are concerned at the potential misuse of photographs particularly for our very vulnerable students, when accompanied by the child's full name. The attached consent forms seek permission for the use of images and names by the school and separate permission for the school to allow images and names of their child/children to be given to the media. If a parent/carer does not consent to the full name being used then first names only are to be used by the schools.

Parents and Carers wishing to take images at school events

Again, increasingly, technology is making it easier for images to be misused and the school therefore will take steps to ensure that images of children taken by parents and carers and by members of the media, are done so in a way that is in accordance with the protective ethos of the school. We hope never to have to take away the joy of parents/carers in photographing their children at school events. However, we will ask any parent who wishes to do so to sign a form (SUI Appendix 3) to say that their images will not be used inappropriately and not to take mobile phone photographs and video in the school as images can so easily end up on the web.

The schools will always take their own recordings of events, which we can provide at a small charge for all parents/carers.

The schools take great care that anyone using a camera or video recorder, who is not known to school staff, will be questioned. Please do not take offence if this is a relative or friend of a family who we do not know – this is simply to protect all the children.

This policy and associated documentation comes into effect on 1st September 2008 and will be reviewed annually (last review September 2014)

Data protection Principles

Personal data, including images, shall:

1. be processed fairly and lawfully
 2. be obtained only for one or more specified and lawful purposes
 3. be adequate, relevant and not excessive in relation to the purpose for which they are processed
 4. be accurate and, where necessary, kept up to date
 5. be kept for no longer than is necessary for that purpose
 6. be processed in accordance with the rights of data subjects under this Act
 7. be held with the appropriate technical and organisational measures in place against unauthorised or unlawful processing, accidental loss or destruction of, or damage to, personal data.
-

8. not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation the processing of personal data.

GENERAL CONSENT FORM

Dear Parent/Carer,

During the school year, we like to be able to take and use photographic images of the children taking part in various school activities and for the purposes of recording progress and achievement. These might include creative projects, curriculum activities, sports days, educational visits and journeys, musical and cultural events, photographic record keeping. Group and class photographs may also be taken. Many of the photographs will be used for displays around the school or for the purposes of publicising or promoting school activities eg in the School Brochure.

Before any photographs/images can be published, your consent must be obtained. By signing the form with this letter, you are giving your permission for the school to use images or photographs in the above ways and with the safeguards set out below.

To minimise administrative work and your time we ask for consent to last for the entire period that your child attends Broadwaters ILC.

YOU MAY WITHDRAW YOUR CONSENT AT ANY TIME IN WRITING TO THE SCHOOL

The school has adopted certain safeguards in order to minimise any risk to your child:

- we will avoid the publication of your child's full name with any image on any of our school material/displays
- only appropriate images are ever taken eg the children will be fully dressed or in PE tracksuits etc.
- images will be kept securely and destroyed or sent home/on to future provision when the child leaves the school
- any external photographer will be CRB checked
- appropriate levels of supervision of any external photography or filming/video work will be undertaken at all times

The school is however only responsible for photographs taken by the school or their authorised agents and cannot be responsible for photographs taken by third parties eg parents/carers. The media are not subject to the Data Protection Act or these guidelines and the school cannot prohibit the media from taking pictures or using the names of any child.

Broadwaters ILC

USING IMAGES OF CHILDREN CONSENT FORM

Child's Name:

I consent to my child's photographs to be used for recording/assessment purposes at Broadwaters ILC YES/NO

I consent to my child's photograph being used for display purposes around Broadwaters ILC YES/NO

I consent to my child's photograph being used in the schools' brochure and other printed materials which we may produce for promotional purposes YES/NO

I consent to my child's photograph being used by the Local Authority for promotional purposes eg schools documentation YES/NO

I consent to my child's image on curriculum/activity DVDs or Videos YES/NO

I consent to my child being photographed for the media eg if a photographer/television film crew attend an event or wish to make a documentary on the work of the school newspaper YES/NO

I consent to my child being photographed for the school website YES/NO

(PLEASE CIRCLE YES OR NO FOR EACH SECTION)

I have read and understood the conditions of use on the back of this form

Name of child's parent/carer.....

Name of Child.....

School.....The Brook / The Willow Primary School

Parents/carers signature.....

Date.....



CONDITIONS OF USE

- this form is valid for the period of time your child attends the Broadwaters ILC. The consent will automatically expire after this time. Please contact the school at any time if you wish to amend your consent form or withdrawn your consent
 - we will not re-use any photographs or recordings after your child leaves this school
 - we will not use the personal details or full names or any child or adult in photographic image on video, DVD, displays, in the school brochure or any other publications
 - if we use photographs of individual pupils, we will not use the name of that child in the accompanying text or photo caption
 - if we name a pupil in the text, we will not use a photograph of that child to accompany an article
 - we may use group or class photographs or footage with very general labels, such as “a literacy session”
 - we will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately
-

REQUEST FOR PARENTS/CARERS WISHING TO TAKE THEIR OWN PHOTOS/VIDEOS/DVDS

I agree to ensure that all images I take will be for my personal use, will be kept securely and be used appropriately.

I agree not to distract or obscure the view of others whilst taking images.

Signed.....

Relationship to the child.....

Date.....

Thank you for your cooperation. The safe use of images can be a source of pleasure and pride and a valuable record of the achievements of your child.



School Use of Social Media Policy

1. Introduction

Social media and social networking sites play an important role in the lives of many people. We recognise that sites bring risks, but equally there are many benefits to be reaped. This gives clarity to the way in which social media/mobile phones are to be used by pupils, governors, visitors, parent helpers and school staff at BILC. It will also provide guidance for parents.

This policy should be read in conjunction with the following policies

- Online safety policy and acceptable use agreements
- Safeguarding and child protection policy
- Anti bullying policy
- Behaviour policy

There are four key areas:

- The use of social networking sites by pupils within school
- Use of social networking by staff in a personal capacity
- Comments posted by parents/carers
- Dealing with incidents of online bullying

2. The use of social networking sites by pupils within school

The school's acceptable use agreements outline the rules for using IT in school and these rules therefore apply to use of social networking sites. Such sites should not be used/accessed in school unless under the direction of a teacher and for a purpose clearly apparent from the learning objective of the relevant learning experience. If social media sites are used then staff should carry out a risk assessment to determine which tools are appropriate. Social Media sites to be used in school include blogging sites and Twitter. Parents will give permission for children to access these sites in school as well as permission for images of their child / child's work to be included on the site. (See e-safety agreement form: parents – online safety policy)

In terms of private use of social networking sites by a child it is generally understood that children under the age of 13 are not permitted to be registered, including Facebook and Instagram to name two. Where it comes to the attention of staff that children under 13 have such accounts we will contact parents to inform them.

3. Use of social networking by staff in a personal capacity

It is possible that a high proportion of staff will have their own social networking site accounts. It is important for them to protect their professional reputation by ensuring that they use their personal accounts in an appropriate manner.

Guidelines are issued to staff:

- Staff must **never** add pupils as 'friends' into their personal accounts (including past pupils under the age of 16).
 - Staff are **strongly advised** not to add parents as 'friends' into their personal accounts.
 - Staff **must not** post comments about the school, pupils, parents or colleagues including members of the governing body.
 - Staff must not use social networking sites within lesson times (for personal use).
-

- Staff should only use social networking in a way that does not conflict with the current national teacher's standards.
- Staff should review and adjust their privacy settings to give them the appropriate level of privacy and confidentiality.
- Staff should read and comply with 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' (Safer Recruitment Consortium).
- Inappropriate use by staff should be referred to the Headteacher in the first instance and may lead to disciplinary action.

4. Comments posted by parents/carers

Parents and carers will be made aware of their responsibilities regarding their use of social networking. Methods of school communication include; the prospectus, the website, newsletters, letters and verbal discussion. School policies and documents provide further information regarding appropriate channels of communication and means of resolving differences of opinion. Effective communication following principles of mutual respect is the best means of ensuring the best learning experiences for the child.

Parents must not post pictures of pupils, other than their own children, on social networking sites where these photographs have been taken at a school event.

Parents should make complaints through official school channels rather than posting them on social networking sites.

Parents should not post malicious or fictitious comments on social networking sites about any member of the school community.

5. Dealing with incidents of online bullying/inappropriate use of social networking sites

The school's anti-bullying policy sets out the processes and sanctions regarding any type of bullying by a child on the school roll.

In the case of inappropriate use of social networking by parents, the governing body will contact the parent asking them to remove such comments and seek redress through the appropriate channels such as the complaints policy and will send a letter.

The governing body understands that, 'there are circumstances in which police involvement is appropriate. These include where postings have a racist element or where violence is threatened or encouraged.' Furthermore, 'Laws of defamation and privacy still apply to the web and it is unlawful for statements to be written...which:

- expose (*an individual*) to hatred, ridicule or contempt
- cause (*an individual*) to be shunned or avoided
- lower (*an individual's*) standing in the estimation of right-thinking members of society or
- disparage (*an individual in their*) business, trade, office or profession.' (National Association of Headteachers)

4. Further Guidance and advice

Cyber bullying: Advice for headteachers and school staff (DFE)

https://www.google.co.uk/search?hl=en&q=social+media+policy+guidance+schools&meta=&gws_rd=ssl

NASUWT Advice

http://www.nasuwat.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT_07513

Policy for Managing Allegations Against Other Children

1. Introduction

At BILC we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

This policy should be read in conjunction with the following;

- Safeguarding and child protection policy
- Behaviour policy
- Keeping Children safe in education 2016

2. Safeguarding allegations

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student
-

Examples of safeguarding issues against a student could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- encouraging other children to attend inappropriate gatherings
- Photographing or videoing other children performing indecent acts
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

3. Minimising the risk of safeguarding concerns towards pupils from other children

On occasion, some students will present a safeguarding risk to other children. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

4. What to do if an allegation is made

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact children's services – single point of access to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the child being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Sexting

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to the school or college's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

For further information refer to the guidance 'Sexting in Schools'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1.PDF

'Guidelines for Good Practice in Intimate Care'

GUIDELINES FOR GOOD PRACTICE IN INTIMATE CARE

All pupils have the right to be safe and treated with dignity and respect, as set out in the Charter of Children's Rights. Their welfare and dignity are of paramount importance.

Intimate Care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of genitals. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing.

These guidelines are designed to safeguard both pupils and staff, and apply to every member of staff involved with intimate care of pupils.

The guidelines aim to support good practice in intimate care and state that;

1 **Every pupil is treated with dignity and respect and privacy is ensured. Every pupil is encouraged to have a positive self-image**

For some pupils intimate care can be carried out by one staff member alone with one pupil, for others, especially those who are not mobile, it may require two staff members working closely together. Having people working alone does increase the opportunity for possible abuse, but this is balanced by the loss of privacy and lack of trust implied if two people have to be present if it is not necessary for the student.

There will also always be other staff members around in the changing/toilet area which can act as a deterrent to possible abusers. Staff should be sensitive to the pupil's need for privacy, dignity and gentle handling.

Please never talk across a pupil and never talk about them, especially in a derogatory fashion.

Privacy is an important issue. Please make sure that you never walk through an occupied toilet or changing area without making absolutely certain that an interruption is acceptable.

2 **The pupil is involved as far as possible in their intimate care.**

Close contact and handling should be kept to the minimum necessary to complete the task. Try to avoid doing things for a pupil that he or she can do alone, and if a pupil is able to help, ensure that they are given the chance to do so. Support the pupil in doing all they can for themselves and always explain to them what you are doing.

3 **Reactions of the pupil are responded to.**

Check your practice by asking the pupil, particularly a pupil you have not previously cared for, e.g 'are you ready?', 'I am going to wash you now etc. etc.'. Forewarn and prepare the pupil and behave consistently – this is not necessarily a time for choices but do respect the pupils' choice of carer for carrying out intimate tasks.

4 **Intimate care is as consistent as possible.**

Teachers are responsible for ensuring that their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches are not markedly different between different staff eg is caring for menstruation consistent across different staff?

Wherever possible a child will not be cared for solely by the same adult on a regular basis but by a whole class group. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, whilst at the same time guarding against the care being carried out by a succession of completely different carers.

5 **If you are not sure how to do something, ask.**

If you need to be shown more than once ask again. Certain intimate care or treatment procedures must only be given by the school nurse or staff who have been formally trained and assessed as competent. These are included in the Administration of Medicines Policy.

Please remember that pupils should be supervised at all times in the toilet or changing areas and pupils should never be alone whilst on a plinth. If a pupil is on a programme eg toilet training or working towards independence the supervision should be appropriate to the programme and, under these circumstances, it may be valid to leave a pupil for the amount of time requested in the programme.

6 **Any safeguarding concerns are reported.**

If, during the intimate care of the pupil you accidentally hurt them, or the pupil seems unusually sore in the genital area, or appears to be sexually aroused by your actions, or has a very emotional reaction without apparent cause, report any such incident as soon as possible in line with Child Protection Procedures. We believe that the way in which pupils are physically cared for will give them an understanding of appropriate physical contact which may alert them to inappropriate contacts and help them to respond appropriately as far as they are able.

7 **Volunteers/students/relief staff**

See Child Protection and Safeguarding procedures and Student/Volunteer Guidelines. Staff in these categories should be allowed to familiarize themselves with the students before taking part in any personal care – even changing shoes and socks for PE. No students should be allowed to complete intimate care programmes but can take part in personal care such as dressing/undressing for swimming/PE under the supervision of the class staff.

GUIDELINES FOR WORKING WITH PUPILS OF THE OPPOSITE SEX

These guidelines are based on the following principles:

- a. That there is positive value in both male and female staff being involved with pupils.
- b. That, ideally, every pupil would be offered a same sex carer for all of their intimate care. This, sadly, is often not possible and by necessity female staff must carry out much of the care. However, if it is obvious that a young man is embarrassed being changed by a female member of staff, we should try our utmost to provide a male member of staff if at all possible.
- c. That the individual pupil's safety, dignity, privacy and their right to exercise choice of carer are of paramount importance but need to fit within the Guidelines for Intimate Care. (see section 4)
- d. That intimate and personal care of boys and girls up to the age of 7 years 11months can be undertaken by all special nursery nurses.
- e. That intimate and personal care for boys is undertaken by male staff where at all possible at Key Stage 2
- f. For any relief staff see Child Protection and Safeguarding procedures and Volunteer Guidelines
- g. That parent/carer preferences are taken into account in the intimate care of their children eg the request for a same sex care. These issues will be discussed carefully with the parents and carers when this arises.

These guidelines must be implemented sensitively and with respect for the feelings of all involved.

On the Death of a Child

Introduction:

The Brook is a school for pupils with profound and severe learning difficulties and complex needs in North London. Over the years some of our pupils have died as a result of their physical condition and, recently, three have died in just over a year – fifteen in the last twelve years.

Death sometimes takes us by surprise and is sometimes more shocking than we can ever anticipate – no two deaths are ever the same – all we can do is our best on each sad occasion. We have learnt over the years that we can never get it quite right but we will always try our best to support each other and our families. There are no rules – we think we have strategies worked out, but death often throws up something we hadn't even thought of and probably always will.

We do, however, feel that it is time to at least try to formalize the whole school strategies to deal with these sad occasions.

Principles

- Everyone needs to grieve over a loss as an individual in their own way. The same principle applies to organizations and their individual staff. The strategies contained in this document apply to everyone but we must always remember that the needs of the individuals may differ according to the circumstances around the death of any child.
- There is a need to acknowledge the death of a child and the fact that he or she has suddenly gone from the class group, no matter how young the pupils are.
- Tears and shows of grief should be accepted as the norm even in front of the pupils – they and other staff need to know that it's okay to grieve in their own way.
- The class staff need to tell the child's classmates as soon as possible. According to the age and ability of the pupils this can be through stories, photographs or favourite songs/music. If a death occurs very soon after the class has moved to another staff group, then the staff best known to the children could tell them.
- There needs to be flexibility around the death of any child so long as the following strategies are followed.

Whole ILC Strategies:

Supporting Staff in working with fragile and dying children:

- Ensure that the atmosphere is as positive as possible in the classroom
 - Staff need to be vigilant to the child's state of health but not to the detriment of them missing out on experiences
 - Include the child in all activities/sessions as much as possible – carry on as far as possible as normal so that the child does not feel "different". However, flexibility is the watchword here as sometimes the child may be extremely tired and unable to take part at certain times. At those times it is absolutely fine for them to be simply resting alongside the rest of the classroom activities.
-

- Additional staff and/or support to be offered if needed to ensure that the child can enjoy particularly valuable/favourite sessions.
- Make the student as happy and comfortable as possible
- Support newer staff members who may find it more difficult than more experienced staff
- Staff needs to know formally and as soon as possible if a child is not for resuscitation. This should be discussed as a class group with the school nurse.
- Head Teacher or member of SMT should be at the first palliative care meetings with class groups to discuss implications. Everyone in the class should be told of the situation.
- A clear plan needs to be discussed and shared with the class staff including procedures such as when to call the ambulance and who will do that/who will call parents and carers etc. with responsibilities for each stage made clear.
- All meetings should be an opportunity for staff to discuss their feelings and to ask any questions they may have.
- Staff need to tell the other children in the class of their classmate's condition, explaining in terms they will understand.
- The whole school staff should know of particularly fragile children so that they can support colleagues and class staff groups do not feel isolated.
- Staff may need time out of class during particularly difficult periods of a child's condition – not just after a child has died.
- Everyone should support each other in their own ways of dealing with the situation

Procedures if a child dies in school.

This will vary according to whether the death is expected and there is a full care plan in place for the child. In this case the school nurse will deal with the circumstances with the Head and Senior Staff supporting staff and the other children. In the case of a sudden death staff will inform the Head (or Deputy in her absence) and the School Nurse and procedures within Health and Education will be instigated immediately.

Supporting Staff on the death of a child:

1. Staff are told the news of a child's death sensitively and quickly by the Head or a member of the senior team. All classes should be told plus other staff within school including the kitchens and the transport – we never know who may have felt particularly close to the child. During holiday periods, especially the long summer holidays it may be necessary to text the whole staff group – we will do this as sensitively as we can.
 2. After a holiday during which a child may have died, especially at the beginning of a school year when staff and children change classes, the previous staff and class groups to which the child belonged need to be given time together.
 3. Staff should be covered immediately so that they can grieve in their own way – this could be in the staffroom/other more private places or with the whole staff together – whatever they wish at the time.
 4. We should also be aware that other staff, who have taught the child before the current class may also be very affected by their death. They should also be covered if they wish.
 5. Part time staff or others who are not in school on that day should be telephoned by the Head Teacher so that they do not return without knowing of the child's death. This also applies to any member of staff who may be coming in later on that day.
 6. School Psychotherapist made available on the day of the loss either for individuals or groups if available.
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7. A flexible approach to dealing with curriculum/teaching needs on the day of the news so as to allow staff time out/time with the children to share responses and feelings and to support each other within informal friendship groupings etc.
8. A list of external counseling and support services for staff is available in Appendix 2. They may not be available for consultation immediately but telephone helplines may be of some help during the immediate aftermath of a child's death.
9. All staff who wish to attend the funeral of the child should be allowed to do so. Families may also like students to attend.
10. Staff may visit the family if they would like to and the family agrees.
11. Liaison over funeral arrangements and collections for flowers etc. should be carried out by the class staff and those closest to the child, if they wish.
12. The Head Teacher will coordinate arrangements with the rest of the school.

Supporting Students:

1. Photographs and work from the student should be kept on the walls so that staff and pupils can remember.
2. A quiet, sad assembly happens as soon as we know of the news and is run by senior management. The class may wish to do this but sometimes it is too soon for them.
3. A circle time before assembly in the classrooms needs to introduce what will happen in the sad assembly.
4. An assembly to celebrate the life of the student happens as soon as the class would wish it and are ready to cope with it. The assembly could contain a slide show and celebrations of the life of the student – sharing food, sharing favourite toys or music, or a favourite activity the student may have liked.

Grief During Childhood:

- Birth to 3 Years: even infants grieve. If there were people who have been consistently in a baby's life, the child will have a sense of something missing.
 - Three to Five Years: children at this age think that death is temporary and reversible. If they have language they will ask when someone is coming back. They need concrete explanations that the body has stopped working and won't start working again.
 - Between Five and Nine Years: they understand that the person has gone but see it more as a separation
 - After about Nine or Ten years: they begin to understand that death is final.
 - Until children are about 5 or 6 years old, their view of the world is very literal. This will necessarily apply to almost all our pupils and we need to give a simple, honest explanation using the forms of communication used in your groups and for individual children.
 - Don't be afraid to use words like "death", "dead" or "died" – using phrases like "gone to heaven"; "gone away"; "passed away" are especially confusing for very small children as they may think they are coming back.
 - Children need a concrete explanation that the body has stopped working and won't start working again.
 - Children also need reassurance when adults are showing their grief by crying etc. They need to see adults crying to show the child that it's okay to cry but they also need to know that their teacher and staff will be okay later and it will pass – they are just very sad.
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- Never talk about death as “sleeping” - this can provoke great fear in children.
- Children grieve but they don’t have all the ways to cope that adults do. They often have feelings like sadness, anger, guilt, insecurity, and anxiety. They may sometimes show anger to members of the family and may start having behaviour issues at school. They may think that the death is their fault especially if they had once “wished” a person dead. Young children are likely to move on fairly quickly but sometimes they can remain unaffected by the loss and then express grief at unexpected moments.

Guidance on telling the students in the class

This is one of the hardest things anyone has to do but the following are some suggestions which may make it less painful for you and the student:

- Be honest – if you’re upset don’t be afraid to show it.
- Recognise that every death and every reaction to it is unique
- Make everyone in the group feel comfortable – staff may want to sit close or hold the students – this will actually come quite naturally!
- It may be useful for the student to hold a favourite toy which would give them a feeling of safety and security
- Talk about the death but remember the good things
- For some students it may be useful to do a circle over a period of time and to include the student in other activities eg this was.....’s wedge/standing frame/favourite toy
- You might want to light candles or create a peaceful atmosphere in other ways
- A shrine may be useful where photographs and particular pieces of equipment may be kept in one part of the classroom or the school and, gradually over time, items are removed until only the photograph of the student is left.
- Multisensory memory story about the student with pictures/activities can be passed around the class group
- Use the class communication systems – objects of reference/signs/symbols
- Talk as simply as possible “has died – we are sad”. Too much language can be confusing.
- Please remember that students can often hear adults talking amongst themselves about a child’s death.
- Allow time and space for students to digest the news

Supporting Parents/Carers:

1. See above for the funeral arrangements
2. Head Teacher to write to all parents/carers on the day of the news as we can never know the network of friends there may have been.
3. Creating a memory box for the child to give to the family – full of favourite photographs, toys, music, sensory items.
4. Keeping in contact with the families and inviting them to whole school events.

Support for the whole school community:

1. Memorial garden or tree in the grounds with a plaque – this to be put on hold until we form the new schools.
2. Memorial book with the child's photograph and birthday opened each year on the anniversary of their death.
3. Remembering to mark the birthdays of the children
4. Possibly an annual memorial day for all those who have died.
5. Following and respecting the different cultural approaches to death and grieving (Appendix 1)

Some examples of different cultural approaches to death and grieving. These examples all came from the staff group

African Caribbean:

- Very much a celebration of the life of the person who has died.
- Within a very short time after their death anyone who has known them or their family goes round to the house to support the grieving relatives
- On days 1 – 8 after the death, the community visit the family sometimes taking food and drink to support them
- It is a very uplifting and celebratory occasion in order for the community to support the family. Games such as dominoes etc. are played, with appropriate music and talk. The community sometimes stay all night to support the family.
- On the 9th day the wake is held and then at a time after that (often after waiting for family members to arrive from abroad) the funeral is held – again an uplifting time for the family. The community is encouraged to wear bright colours.
- The real grieving happens when the family is left alone after the funeral.
- The coffin is brought to the house on the day of the morning of the funeral.
- A memorial is held one year after the death and the headstone is raised at that time
- A tradition around children is that the community cries when a baby is born because of the world it is born into and smile when they die as they will be going to a better place.

Ghanaian: Christian

- Quiet times of grieving but everyone comes round to the house. It is open house but the mourners don't necessarily eat but are offered a drink.
- After the burial the family will cook for the family and those staying in the house
- Traditions are dependent on the cultures of particular areas in Ghana
- Families wear black on the day of the funeral – black and white at the thanksgiving service.
- The grief is shown by very loud wailing and crying
- The family buries the husband or wife, not their partner.
- The family wears black for one year for a husband or wife and 40 days for parents.
- No flowers at the house

Greek Orthodox:

- On the death of a family member the men are now allowed to shave for 40 days
-

- Family members wear black for the rest of their lives
- Red is an insulting colour and must not be worn in their houses or by visitors to the house

Humanist:

- Very much a celebration of the life of the deceased with poetry, stories celebrating the life of; photographs; DVD's; music.
- No religious content
- Often linked to different forms of burial eg Woodland Burials

Nigerian: Muslim/Christian/other

- In Nigeria if a baby or child dies, the parents leave the home if the wake is to be held there. The community deals with the death as the parents are not allowed to bury anyone younger than themselves.
- A wake is held on the 8th day in Nigeria
- The coffin goes straight to the burial ground from the hospital
- Younger family members (from 17 years upwards) go to bury the deceased

Polish: 90% Catholic

- Very sad, sombre occasions
- Black mourning clothes are worn for one year after the death of a husband or wife/6 months for parents
- Babies are buried in white coffins and wear white as a symbol of innocence
- On 1st November each year there is a public holiday when families light candles and take flowers to the cemetery for anyone who has died during the year before. Graves are tended well.

Somalian: Muslim

- The funeral is held at the Mosque for the men and in the home for the women – the funeral is going on in both places and is just as valuable in either setting
- Women going to the Mosque in this country as can happen here must cover their heads completely and wear no make up. They will gather with the other women with the coffin situated downstairs in the Mosque with the male mourners.
- Women do not go to the graveside
- The child or adult would be buried as soon as possible sometimes leaving on the life support machine until the last possible moment before the funeral
- Visits to the home are welcome

White British: Christian/other

- Traditions vary from family to family and often families will follow the wishes of the deceased
- In some areas the funerals are very formal, in others a wake follows which is a celebration of the life of the deceased
- Cards and flowers are sent to the family
- Some funerals are with alcohol, some without
- Families and very close neighbours/friends are usually the ones to support the bereaved family with the wider community attending the funeral or memorial later
- Funerals tend to be very sad occasions with the tradition being to dress in black or sombre colours.
- The funeral usually takes place around a week after the death
- In some families the coffin is brought home to the house the night before the funeral or for as much as a week before.

The RE Curriculum:

Need to bring the culture of death into the curriculum in an objective way. We have to be careful not to stress the various religious elements which families may believe and which the child experiences.

Counselling and support services for staff

1. Child Death Helpline: Freephone 0800 282 986
 2. Haringey Occupational Health: 020 8489 4551
 3. Worklife Support and Wellbeing Resource: 08000 856 148
 4. CRUISE – Christian Counselling organization
 5. National Union of Teachers
 6. Unison
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Whistleblowing Policy

This whistleblowing policy enables concerns of malpractice to be raised confidentially inside and, if necessary, outside the Council. It also describes how the Public Interest Disclosure Act 1998, aims to protect the whistleblowers from victimisation.

Introduction

The Government's Green Paper, "An ethical framework for local government," proposed that every local authority should institute a procedure for whistleblowing which would enable concerns to be raised confidentially inside and, if necessary, outside the organisation.

Whistleblowing is a procedure whereby employees disclose any wrong doings such as fraud, malpractice, breach of any health and safety law, or any other illegal act, either on the part of management or by fellow employees.

Under the Public Interest Disclosure Act, a worker has the right not to suffer detriment or be unfairly dismissed as a result of speaking out about crime, fraud, miscarriages of justice or other malpractices.

The Council's policy on whistleblowing applies to all employees, staff of Council contractors, agency staff and trainees.

Whistleblowing Policy

A Guide For Council Staff

Staff working with the Council have an important role in helping the organisation to promote good practice, while providing a service to the community and protecting its vulnerable clients.

Employees are often the first to know when something is going seriously wrong - be it a serious danger to the public or a major fraud. All too often the alarm is not sounded. The result is that the people in charge do not get the chance to take action before real damage is done.

Whistleblowing policies aim to ensure that serious concerns are properly raised and addressed in the work place and are increasingly recognised as a key tool to deliver good practice. It is essential for Haringey that a whistleblowing policy is in place so all staff are aware of what is required of them.

We must ensure that the policy takes account of Equal Opportunities.

1. Who it applies to

This policy applies to all Council workers, which includes senior and junior members of staff.

2. Qualifying disclosure

In order for a matter raised to receive consideration you must:

- (a) make the disclosure in good faith
- (b) reasonably believe that the information disclosed, and any allegation contained in it, are substantially true
- (c) not make the disclosure for reasons of personal gain
- (d) believe the relevant concern is of an exceptionally serious nature.

3. How you identify relevant matters of concern

A relevant concern may be something that you consider:

- is unlawful
- is against the Council's standing orders or policies
- falls below established standards or practice
- amounts to improper conduct
- involves clients or the public being put in danger
- involves funds being embezzled or fraud.

This is not an exhaustive list.

4. How to raise concerns

Where you have concerns about malpractice and it is not appropriate to raise them through other procedures, such as grievance procedures, you should raise them with either:

- (a) your line manager, or failing that
- (b) your line manager's manager or the Director
- (c) the Chief Executive direct on extn. 2649 or 020 8489 2649, Internal Audit on extn. 5975, or the Head of Personnel
- (d) Members
- (e) an external organisation used by the Council called Public Concern at Work on 020 7404 6609

Who you raise concerns with will depend on the seriousness and sensitivity of the issues involved and who is thought to be involved in the malpractice. If, for example, you believe that senior management is involved, you can approach any of the following: the Chief Executive, Internal Audit, the Head of Personnel or the external organisation contracted by the Council, Public Concern at Work. Whistleblowing concerns of a financial nature should be raised in the first instance with Internal Audit.

5. How the Council will respond

Where appropriate, the matters raised may be investigated by management, Chief Executive, Internal Audit Investigations Unit or Personnel.

Within ten days of a concern being raised the responsible person will:

- write to the employee to
- acknowledge their complaint
- indicate how they propose to deal with the matter raised
- give an estimate of how long it will take to provide a final response
- provide individuals with information on staff support mechanisms.

There are existing procedures in place to enable individuals to lodge a grievance relating to their own employment.

The initial investigation should last five working days and will establish whether or not a concern is justified. Further investigations must be completed within six weeks, but extensions will be granted when necessary. The aim of these timescales is to ensure that all cases of whistleblowing are dealt with as soon as possible.

This whistleblowing policy is intended to cover concerns that fall outside the scope of other procedures. These include:

- conduct which is an offence or a breach of law
- health and safety risks, including risks to the public as well as other employees
- the unauthorised use of public funds
- possible fraud and corruption
- damage to the environment
- sexual or physical abuse of clients
- other unethical conduct.

6. Investigating the case

Following an allegation, where appropriate an independent and impartial manager will be involved in the investigation.

Managers will make sure that the investigation is carried out as quickly and as thoroughly as possible.

Once an investigation begins, every effort will be made to bring it to an early conclusion.

Investigations under the whistleblowing policy follow the same process as the Disciplinary Code of Practice for investigating cases of misconduct/gross misconduct. See Volume III, page J-4 (Personnel Managers Handbook).

An investigation may conclude that, potentially, there has been a breach of the Council's Code of Conduct and Disciplinary Rules. In these circumstances management would invoke the disciplinary process.

The amount of contact between the officers considering the allegation and you will depend on the nature of the matters raised, the potential difficulties involved and the clarity of the information provided.

The council will take steps to minimise any difficulties which you may experience as a result of raising a concern. For instance, if you are required to give evidence in criminal or disciplinary proceedings, the Council will arrange for you to receive advice about the procedure.

The Council accepts that you need to be assured that the matter has been properly addressed. Thus, subject to legal constraints, we will inform you of the progress and outcomes of any investigation.

7. The responsible officer

The Chief Executive, as Monitoring Officer, has overall responsibility for the maintenance and operation of this policy.

The Chief Executive maintains a record of concerns raised and the outcomes (but in a form which does not endanger your confidentiality) and will report as necessary to the Council.

8. How the matter can be taken further

This policy is intended to provide you with an avenue within the Council to raise concerns. The Council hopes you will be satisfied with any action taken. If you are not, and if you feel it is right to take the matter outside the Council, the following are possible contact points:

- the external organisation, Public Concern at Work
- your Trade Union
- your local Citizens Advice Bureau
- the District Auditor
- the Police.

If you do take the matter outside the Council, you should ensure that you do not disclose confidential information. Check with the Chief Executive, as Monitoring Officer, if you have concerns about confidentiality.

9. Protecting whistleblowers' confidentiality

The Council will seek to protect your identity when you raise a concern and do not want your name to be disclosed. However, during the investigation, the source of the information may be revealed and you may be required to provide a statement.

10. Untrue allegations

If you make an allegation, which you think genuine, but is not proven, no action will be taken against you. If, however, you maliciously raise an unfounded concern, then disciplinary action may be taken against you.

11. Anonymous allegations

The policy encourages individuals to put their name to allegations they make. However, it is understood that some people may wish to remain anonymous. Concerns expressed in this way are much less powerful, but will be considered, at the discretion of the Council.

In exercising this discretion, the seriousness of the issues raised and the credibility of the concern will be taken into account.

12. Victimisation

The Council will not tolerate harassment or victimisation and will take action to protect you when you raise a concern in good faith.

If you do receive reprisals from those responsible for the malpractice or any other member of staff, the Council will take the matter very seriously and where appropriate take disciplinary action.

13. Contracting organisations

These arrangements will be extended, with appropriate variations, to staff of contracting organisations. Such arrangements will be carefully confined to those areas of activity relating specifically to the contractor's relationship with Haringey Council, and should not extend to their internal arrangements.

And Finally...

For everyone involved in the whistleblowing process – whistleblowers, Council staff and all accused of malpractice – it is important to deal with concerns quickly, discreetly and properly to make the process efficient, fair and effective.

Code of Conduct

This Staff Code of Conduct is based on the principle that staff who work within the Learning Community at The Brook or The Willow will form role models for the pupils with whom they come into contact. As such this policy forms part of a whole community approach to good behaviour and discipline which aims to promote the good behaviour necessary for effective learning to take place. It should be read in conjunction with the other policies of the School and also the Haringey Local Authority Code of Conduct which sets out the main areas for gross misconduct.

Standards:

Equality and Respect

We will:

- Celebrate, respect, and tolerate difference
- Show basic human courtesy towards each other at all times.
- Treat each other as we would like to be treated.
- Respect and value the knowledge and contributions of all team members and show sensitivity and humility in our work with each other.
- Respect the work of other class teams
- Acknowledge your own limitations
- Develop an understanding of the pressures of different roles within the class and other teams
- Recognise that the job can be hard for everyone and treat people fairly
- Include all team members in conversations.
- Never exclude team members by chatting in another language.

Working Together

We will:

- Work cooperatively with our team regardless of roles and look after each other – a little goodwill goes a long way towards making everyone feel good, including ourselves
 - Use our team meetings to bring issues to the whole team rather than letting them fester and then explode. If that doesn't work we go straight to your team leader. Being quiet about conflict and unpleasantness does not keep the peace, it breeds unhappiness.
 - Not gossip – it has no place in school corridors or staffrooms.
 - work together in the classroom even if we don't talk or socialise outside class
 - Look at their responsibilities and ensure they are shared equally. We are aware that we have a hard job and share difficult tasks.
 - Understand how our contribution, or lack of contribution, affects others workloads.
 - Be there on time and do our share.
 - Recognise that it is frustrating to others when requests are not followed and it affects the students.
 - Value others opinions, listen and reflect on our own work.
 - Be willing to accept change and learn new ways of working
 - Challenge and support each other. If someone is doing something wrong it is okay to point out the problem without being seen as critical.
 - Be sensitive to each others roles and needs – it is our responsibility to bring to the attention of the team anything happening to you which may affect your work – no details necessary.
 - Understand when someone makes mistakes – we all make mistakes.
 - support each other through stressful times.
-

Communication

- Be good role models for pupils.
- Listen to what children and adults have to say and value and respect their opinions.
- Speak appropriately to, and in front of, children, their families and staff. Staff should generally not shout at pupils nor ridicule, demean or undermine pupils, their parents/carers or colleagues.
- Not use or mobile phones during lessons and not make or receive calls at any time when supervising children unless it is an emergency situation.
- Communicate our feelings and concerns
- Talk about things which annoy us when we've calmed down rather than reacting without thinking.
- Consider how we speak and act towards others – check ourselves!
- Ensure that our body language is appropriate and that it is positive, open and friendly or negative, closed and threatening. People respond to what they see first.
- Consider how our facial expressions give positive and negative feedback to others – if they are negative they are inappropriate for work – change them!
- Be aware that it is a stressful job but stress is a reality in any work place and no excuse for impoliteness or rudeness.
- Ensure that stress is made more bearable in a supportive and friendly atmosphere.
- Ensure that confidentiality is respected when it is asked for.
- Prove to ourselves and others that we are trustworthy and capable of keeping confidentiality, whatever our position within a team. Confidentiality means just that – it goes nowhere and to nobody especially when it involves the students.

Failure to follow this code of conduct could lead to disciplinary action.

This school is committed to safeguarding and promoting the welfare of all children and expects all staff and volunteers to share this commitment.



Appendix 12

Willow Primary School and Broadwaters' Children Centre

Broadwaters Inclusive Learning Community
 Adams Road
 Tottenham
 N17 6HW

Tel: 020 8885 8800

Fax: 020 8885 8809

Email: admin@thewillow.haringey.sch.uk

Staff Suitability Declaration

It is all employees' responsibility to safeguard children. You must therefore provide notification should you receive any convictions, cautions, court orders, reprimands or warnings since the date of your last DBS clearance with the school or since joining the school whichever is later. You must also inform the school of any changes to your health that may impact upon your ability to work with children or any changes to your own circumstances that we should be aware of.

New employees only

Do you have any criminal convictions, cautions, court orders, reprimands or warnings? (please read Appendix A before answering this question)	YES/NO
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All staff

Have you received any criminal convictions, cautions, court orders, reprimands or warnings since your last declaration to the school?	YES/NO
Do you have any health concerns that may affect your ability to work with children?	YES/NO
Have your own children been taken into care?	YES/NO
Have/are your own children the subject of a child protection order	YES/NO

If you have answered **YES** to the above, please provide further information below (you may provide an additional information sheet if necessary):

.....

Disqualification by Association

All employees are required to provide relevant information about a person who lives in the same household as them, who may have influence over the employee working with children and who may therefore pose a risk to children i.e. "by association".

You are therefore required to disclose:

- Details of any order, determination, conviction, or other ground for disqualification from registration under the Childcare (Disqualification) Regulations 2009. You are required to declare whether anyone living in your household is disqualified from working with children under the childcare Act 2006. This covers the following offences:
 - offences against a child
 - against an adult (e.g. rape, murder indecent assault, actual bodily harm etc.)
- The date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- Information about the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- A certified copy of the relevant order (in relation to an order or conviction).

Has anyone living in your household been barred from working with children by the DBS?	YES/NO
Has anyone living in your household been disqualified from working with children under the childcare Act 2006?	YES/NO

Employees living in a shared household

To the best of your knowledge, is anyone living at your address subject to the above?	YES/NO
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If you have answered **YES** to any of the above, please provide further information below (you may provide an additional information sheet if necessary):

.....

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.....

.....

.....

Any relevant information will be passed to OfSTED to make a decision as to whether the offence would lead to disqualification by association and you will be notified of their decision accordingly.

Declaration

I confirm that the information I have declared above is correct and understand that I have duty to inform the Headteacher should any of this information change at any time during my employment with the school.

Name (in capitals):.....

Signed:.....

Date.....



Appendix A (to be read by all new employees)

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment.

Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of 'spent' convictions. However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account.

FILTERING OF CAUTIONS AND CONVICTIONS

The filtering rules (which remove certain old and minor convictions and cautions, reprimands and warnings from a DBS Certificate) were developed by the Home Office and the Ministry of Justice and introduced with new legislation:

The legislation is:

- Police Act 1997 (Criminal Record Certificates: Relevant Matters) (Amendment) (England and Wales) Order 2013
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013.

The Filtering Rules.

For those 18 or over at the time of the offence:

An adult **conviction** will be removed from a DBS Certificate if,

- 11 years have elapsed since the date of conviction; and
- it is the person's only offence, and
- it did not result in a custodial sentence.

Even then, it will only be removed if it does not appear on the range of offences which will never be removed from a certificate, which include serious sexual and violent offences. (*see Exceptions to the Rules*). If a person has more than one offence, then details of all their convictions will always be included.

An adult **caution** will be removed after six years have elapsed since the date of the caution – and if it does not appear on the list of offences relevant to safeguarding.

For those under 18 at the time of the offence:

For convictions, the same rules apply as for adult convictions, except that the elapsed time period is five and a half years.

For cautions, the same rules apply as for adult cautions, except that the elapsed time period is two years.

Exceptions to the Rules

Some offences will never be removed from a DBS Certificate. These include the most serious sexual and violent offences. You can view this specified list of offences at:- www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check

Further information is also available from:-

www.gov.uk/government/organisations/disclosure-and-barring-service

If you are unable to access the internet please contact the school who will be able to send this information to you direct.

You must provide details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered 'spent' under the terms of the Act.

Checklist for New Staff starting on a contract with The Willow Primary School and Children's Centre (Casual/Permanent)



Sections	Data Required	Detail	Verified by Name/Sign	DATE DD/MM/YYYY
IDENTITY	Name			
	Date of Birth			
	Evidence of Full Address			
	Full CV			
	Photo ID/Badge card issued			
	Marriage Certificate / Change of name papers (if applicable)			
	National Insurance Number			
KIN	Next of Kin/Emergency contact details (X2)			
MEDICAL	Medical Declaration			
RIGHT TO WORK	Right To Work / Visa Expiry/Passport number			
QUALIFICATIONS	Teaching Qualification (if applicable)			
	Qualified Teacher Status (if applicable)			
	Induction Period Completed (if applicable)			
	DFES Teacher Reference Number / GTC Registration			
REFERENCES	Satisfactory Reference A			
	Satisfactory Reference B			
CLEARANCES	Clear Criminal Records Bureau Disclosure / Ref No / Issue Date / Body / Counter Signatory – on Spreadsheet			
	Overseas Police Clearance / Certificate of Good Conduct / Body / Date (if applicable)			
	List of 99 Completed? Outcome			

Sections	Data Required	Detail	Verified by Name/Sign	DATE DD/MM/YYYY
Administration	Name on signing in lists Name on staff list			
	Locker key issued (if applicable)			
	Timesheet induction			
	On CC4 system with email and password			
	SIMS access			
	Copier code given			
	Finance/Petty Cash procedures given/talked through			
	Does this role need a scanning code with the copier? Book up with copier engineer			
	Update the special and sick leave records			
	School meal – has the process for dinners/ordering been explained?			
	Fire safety			
	Health and safety environment and desk assessment			
	Child Protection training			
REFERENCES/ BANK DETAILS	Contract Set up? Contract issued? Date of start of contract.			
	Bank Details - Name SORT CODE BANK ACCOUNT NO;			

NAME:	POSITION:	SIGNED:	DATE:
_____	_____	_____	_____