



*'Improving the quality of family life'*

## **Snowflake School Safeguarding and Child Protection Policy**

Although the words 'Safeguarding' and 'Child Protection' are often used interchangeably, they have different meanings.

- Safeguarding is what we do for all children
- Child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.

The Local Safeguarding Children Board is the key statutory mechanism for agreeing how relevant organisations will co-operate to safeguard and promote the welfare of children and ensure the effectiveness of what they do.

This document is an overview of safeguarding work in our school. In the case of any serious incident our school will always make reference to the statutory guidance: **Keeping Children Safe in Education DFE September 2016**.

The Local Authority Designated Officer Jane Foster left in July 2016 and recruitment arrangements are underway to replace her. Details of the current points of contact are below:

For advice regarding an allegation against a professional please contact:

- Hammersmith and Fulham: 020 7753 5125 and ask to speak to the Duty Child Protection Advisor. You can send referrals to [lado@lbhf.gov.uk](mailto:lado@lbhf.gov.uk)
- Kensington and Chelsea: 07981 155 271 or 07779 315 432. You can send a LADO referral to [lado.enquiries@rbkc.gcsx.gov.uk](mailto:lado.enquiries@rbkc.gcsx.gov.uk)
- Westminster: 020 7641 7668 and ask to speak to the Duty Child Protection Advisor. You can send referrals to: [lado@westminster.gov.uk](mailto:lado@westminster.gov.uk) For concerns related to an education setting you can also speak to Hilary Shaw, Tri Borough Safeguarding and Child Protection Schools and Education on 07817 365 519.

The LADO will be informed within one working day of all allegations that come to our attention or that are made directly to the police and if our organisation removes an individual (paid or un paid) from work because the person poses a risk of harm to children. This information will also be made available to the Disclosure and Barring Service (DBS).

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

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children March 2015*. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Snowflake School has a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

**The Designated Safeguarding Lead is David Haswell, Headteacher. The Deputy Designated Lead is Catherine Stephenson, Lead Teacher. The Designated Lead will receive training every two years and will also receive an annual update.**

All school staff have a responsibility to provide a safe environment in which children can learn. All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

**The Designated Lead will:**

- Ensure that all staff know who is the Designated Lead (prominently signed around school)
- Ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Lead
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences

- Keep written records of concerns about students, even where there is no need to refer the matter immediately
- Ensure that 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
- Ensure that safe recruitment practices are always followed
- Ensure that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the student's social worker is informed.
- Liaise with the Virtual School Headteacher (LAC) as and when appropriate.

All staff members are aware of the safeguarding system within the school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the designated safeguarding lead.

All staff members receive appropriate child protection training which is updated annually. All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

### **Early Help**

'Keeping children Safe' emphasizes early help. Snowflake School considers all of its pupils as being vulnerable learners

There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on these.

### **Types of abuse and neglect**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a

child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Snowflake School Safeguarding Children Statement**

Snowflake School fully recognises its responsibilities for safeguarding and promoting the health and well-being of all the children in our care. Our Designated Lead for our school is David Haswell Headteacher and the deputy designated lead for the school is Catherine Stephenson, Lead Teacher.

The nominated Trustee for Safeguarding is Faryaneh Akhavan.

We aim to:

- Ensure we practice safer recruitment in compliance with Keeping Children Safe in Education September 2016 including appropriate supervision and support for staff

- Ensure all staff receive safeguarding training as part of their induction process and on an ongoing basis
- Raise awareness of safeguarding issues and equip children with the skills needed to keep themselves safe
- Implement the All London procedures for identifying and reporting cases, or suspected cases, of abuse
- Implement the All London procedures for sharing information with other professionals
- Support children who have been abused in accordance with the all London procedures
- Establish a safe environment in which children can learn effectively and develop positive relationships with both staff and peers

We are aware that because of the day-to-day contact with the children, school staff are well placed to observe the outward signs of harm. We, therefore, work hard to:-

- Establish and maintain an environment where children feel secure, are encouraged to communicate, and are listened to
- Ensure our children know that there are adults in the school whom they can approach if they have any worries or concerns (this is signposted around school)

We are aware that children who are significantly harmed or at risk of significant harm or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our 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 or they may be withdrawn. Our school always endeavours to support our children through:

- The content of the curriculum
- Assessing every child's needs accurately
- Our school ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued
- Our school behaviour policy, which is aimed at supporting vulnerable children in the school. The school will ensure that the child knows that some behaviour is unacceptable but they are valued and not blamed for any harm, which has occurred
- Our school Anti-Bullying Policy which is aimed at protecting vulnerable pupils who may have been victims of abuse
- Liaison with other agencies, or social services that support the child.

## **Putting our policies into practice**

### **The Prevent Duty for Schools**

Safeguarding Children is of paramount concern for all schools. The Trustees, Headteacher and staff take their safeguarding responsibilities very seriously and all staff and designated leads receive regular training to enable them to carry out their duties effectively.

In June 2015 all schools Safeguarding responsibilities were extended to include the Prevent Duty. This requires schools to be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Schools can also build pupils resilience to radicalisation by promoting fundamental British Values.

It would be too easy in a school for children with Autism to conclude that this duty does not apply to us, however we aim to take our duties seriously and will endeavour to focus our attention on the four main themes of the prevent duty.

These are:

- We will carry out a Risk Assessment to assess the risk of children at Snowflake School being drawn into terrorism and ensure that we have procedures in place for protecting children at risk of radicalisation.
- We are committed to working in partnership with parents and the local Safeguarding Children Board, including assisting and advising families who raise concerns and pointing them to the right support mechanisms.
- We will ensure that all staff receive Prevent awareness training delivered by the Designated Lead for Safeguarding, David Haswell, Headteacher.
- We will ensure that our IT systems and policies are robust and protect children from exposure to extremist material when accessing the internet at school.

If you have a query or concern, please contact David Haswell on 020 7370 3232.

### **The Health and Safety Policy**

Snowflake School has a Health and Safety Policy, which is reviewed annually. A copy of this policy can be viewed in the school entrance hall. The Headteacher and Bursar, with the support of all staff, and the Trustees are responsible for Health and Safety. Any concerns from staff are reported to Head Teacher or Bursar and they carry out an initial examination of any issues, assessing what remedial action needs to take place and actioning any changes/developments as soon as possible.

Each term there is a timed fire drill that practices efficient evacuation from the school premises. The school conducts an annual Fire Risk Assessment (a copy of which is sent to the local fire brigade).

There is also a critical incidents plan that details what staff and parents should do in case of emergencies.

Risk Assessment is undertaken for activities, visits and trips (see file).

In addition to the Health and Safety Policy there are policies regarding Food and Drink and Food and Hygiene. These determine safe practices in the school and the Kitchen/during snack/lunch times.

## **First Aid**

At Snowflake school there are trained members of staff who oversee first aid. Our named first aiders are detailed in our First Aid Risk Assessment, which can be found in the school office.

There are a number of first aid kits situated around school. When a child is ill, or has suffered an accident in school or on the playground, there is a protocol for staff to follow:

- A person trained in first aid is consulted and acts as necessary
- The incident is logged in the accident book
- For low level head injuries, a note to parents/carers is issued
- If there is any doubt or concern at all a parent/carer is contacted immediately.

For guidance around giving pupils medicine, please see separate Medicines Policy.

For matters of an intimate nature, staff are informed of how to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or SLG if needed (see Intimate Care Policy).

In rare circumstances the appropriate emergency service will be contacted as a matter of urgency before the parent.

## **Site security**

Snowflake School provides a secure site, which is controlled by precise management directives to which everyone on site must adhere. Laxity may cause potential problems to safeguarding.

Therefore:

- External doors to the street area should always remain closed to prevent intrusion while at the same time facilitate smooth exits. These doors are fitted with a fob locking mechanism that release when the fire alarm is set off
- Visitors, volunteers and students must only enter through the main entrance into our playground. They must show ID and sign in at the entrance hall. People without an appointment/not known to the school will not be allowed on the school site. Any concerns or issues should be passed immediately onto the Head, a senior leader or the bursar
- Children will only be allowed home with adults with parental responsibility or confirmed permission (this includes LA escorts)
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, will be signed out.

Should a child leave the school premises without permission, then staff will immediately follow and bring the child back into the school. In the event that staff cannot do this they will report immediately to the office and the police will be informed of the circumstances. Parents will then also be informed.

## **Attendance**

We have excellent attendance at Snowflake School and this is expected of all children. When children are unwell parents are expected to confirm their absence by telephone immediately. If there is no notification, the school has a policy of phoning home to ascertain each child's whereabouts.

The school works closely with the local authority whenever a child's attendance and punctuality causes concern. Unexplained absences of 2 or more days will be reported to the Education Welfare Service. Attendance rates are collated each term and reported termly to the Trustees and to all parents. Positive measures are in place to encourage children to attend regularly and punctually.

**Our school is aware that absence can be an indicator of other issues including those around safeguarding.**

## **Children Missing from School**

Local Authorities have a duty to establish the identities of children missing from education in their area. The school will explore why children are not in school and report as per the Education Welfare Service. Relevant staff will be trained on understanding the additional vulnerabilities that missing children may have.

## **Appointments of staff and induction of newly appointed staff**

All staff appointed to schools will be in compliance with Keeping Children Safe in Education 2016 and Working Together to Safeguard Children 2015. People working and volunteering in schools are required by law to have an enhanced Disclosure and Barring Service (DBS) check and Prohibition from Teaching check. This will provide information to the school on any convictions, cautions or other police information relevant to the work. Where there is a considered risk to working with Children a decision will be taken by the Headteacher and/or Chair of Trustees as to whether to progress the appointment or not.

At least one member of the recruitment panel will have completed the accredited safer recruitment training.

All new staff in the school will receive an induction package including safeguarding children. All will be required to read and understand Part One of Keeping Children Safe in Education 2016.

## **Induction of volunteers/work placements**

For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building, the school initiates an enhanced

DBS search. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

Students on work placements will only be accepted after a visit from a member of staff from their school/college or after their college has formally written to our school. Students will never be allowed to work alone with any of our pupils and will be accompanied by staff at all times.

### **Welcoming Visitors**

Our school staff check the identity of any visitor before providing admittance into the school and all visitors must sign in (entrance hall).

People undertaking work on site who may not have a DBS check as it is not pertinent to their employment will not have unaccompanied access to children. We try to ensure that any work to the school site is undertaken out of school operating hours.

All other visitors to the school will be accompanied at all times by staff when they are in the school.

Our school has a Visitors Handbook that is shared with all regular visitors and volunteers. This is available in the school's entrance hall.

### **Child Protection Policy**

The designated Trustee responsible is Mrs Fay Akhavan. Mrs Akhavan will liaise with the LADO, as appropriate, in the event of allegations being made against the Headteacher.

It is the Trustees' duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- 1) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- 2) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- 3) Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- 4) Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- 5) Establishing a safe environment in which children can learn and develop.

Physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment.

## **Curriculum**

Our curriculum deals with safeguarding in two ways.

Personal, Social, Health and Citizenship Education, where relevant issues are discussed/shared with pupils. Topics include such themes as Safety all Around Us, Safe Road Crossing, Sex and Relationships and Stranger Danger. Children are encouraged to explore and reflect upon these issues (as appropriate to each pupil).

The curriculum is designed so that safety issues within the subject are discussed, and safe practices taught, such as using equipment properly in PE and Food Technology. At all times there is an appropriate staffing level provided and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained (see individual pupil risk assessments). The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher.

Visiting speakers, with correct clearance, are always welcome into school so that they can give specialist knowledge to the children (for example the K&C Pedestrian Training Team).

Introduction and development of the use of Social and Emotional Aspects of Learning materials will help to develop resilience and reduce vulnerability. Our group teaching and resources helps to teach social, emotional and behavioural skills to all pupils helping to raise self-esteem and confidence. It is widely recognised that children and young people with good self-esteem value and seek to protect themselves and others.

## **Internet Safety/Cyber Safety**

Our children should be encouraged to use the internet as much as is possible, but, at all times, in a safe way.

Pupils must never be left unattended whilst online and staff ensure that this does not happen. If teachers know of misuse, either by a teacher or child, the issue should be reported to the Headteacher without delay. Staff are not permitted to take photos of pupils on their own equipment (see Staff Handbook).

## **Diversity and Equality**

*(To include duties for Race, Gender and Disability)*

Snowflake School will operate in compliance with our Equal Opportunities Policy.

At Snowflake School we aim to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all at Snowflake School are considered equal in the learning partnership. As all of our children have special needs, we make

arrangements to inform parents and design specific programmes for each individual. Every effort is made to give all children equality of access and the school fully appreciates that some children will need more support.

### **Behaviour Policy**

All children, whatever their needs or circumstances must be able to take a full and active part in every session/activity/lesson and every measure must be taken to ensure this, e.g. if providing support around language, a health need or physical disability. Positive behaviour is essential in any community and at Snowflake School we have high expectations. Our Behaviour Policy details the rewards and sanctions available for use by the staff. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children – see policy. There are numerous reinforcers available to children (see individual programmes) and we seek to maintain our pupils' motivation by setting aspirational targets that are taught in an engaging, interesting manner.

Staff are trained in Team Teach and guidance has been given on safe methods of physical intervention in order that children do not harm either themselves or others.

This policy should be read in conjunction with our Positive Handling Policy and Anti Bullying Policy.

### **Anti-Bullying Policy**

Our school does not tolerate any kind of bullying. Our Anti Bullying Policy clearly sets out our expectations and should be read in conjunction with our Behaviour Policy.

### **Racial Tolerance**

In line with the Diversity Policy our school works hard to ensure that all pupils will be prepared for an ethnically diverse society. Our school works hard to promote racial equality and harmony by promoting other cultures, helping the children to form positive bonds with staff and peers and by inviting parents into the school to share special foods, celebrate each others special events (Diwali, Eid, Thanksgiving etc.)

### **Record Keeping**

We take account of guidance issued by the DfE. We:

- Keep written records of concerns about children, even where there is no need to refer immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.

- Ensure that, when a child on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

### **Looked After Children (LAC)**

Any LAC will have a LAC plan drawn up with Social Services input. They will have a clear education plan and their achievement will be monitored closely. This will be reported on in the Headteachers report to Trustees and reviews will be held at least termly.

### **Photographing and Videoing**

At Snowflake School we have taken a sensible, balanced approach to photographs and videoing in school and activities outside the premises. The school will seek individual permission from parents/guardian to photograph the individual child; this may be done upon entry to the school at the beginning of the school year. For group activities permission will be sought from all parents/guardians. If an individual parent does not agree to the photographing or videoing of their child in the group activity this may prohibit photographing or videoing the group activity or it will be done sensitively without including the specific child in the photographs or videos.

School photographs that are for use outside school are anonymous unless specific permission has been received from parents/guardians.

Staff should not store photos of pupils/the school on their own personal cameras/phones. If they take a photo as evidence on their personal camera/phone it should be immediately downloaded to the school server and deleted from their own camera/phone. Staff should never share photos of our pupils with anyone outside of the school and should never upload images onto a social networking site or similar. Failure to comply with this policy may result in disciplinary action/dismissal.

### **Whistle-blowing**

Any member of staff or visitor to the school who has concerns about people working with children and their suitability, whether they work in a paid or unpaid capacity should notify Faryaneh Akhavan of any concerns.

Our school has a clear Whistle Blowing Policy (see Policy File).

NSPCC whistle-blowing helpline 0800 028 0285.

### **Staff Training Log**

Evidence of all Safeguarding Training can be found in the school office in our school's Staff Training Log. Our CP, H&S and Safer Recruitment training all comply with national recommendations.

## **Staff Training**

All staff receive induction training that has a clear focus on Safeguarding. CP and H&S training are regularly offered as part of our termly training schedule (see Staff Training File).

Review date: January 2018