



<b>Title</b>	Policy A7 Safeguarding & Child Protection Policy
<b>Purpose</b>	To set out clear guidance and procedure for all staff, local governors and trustees relating to child protection and safeguarding.
<b>Relevant to</b>	Trustees, Local Governors, all school staff
<b>Responsible Officer</b>	Pastoral Manager
<b>Introduced</b>	10/2010
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<b>Related Policies</b>	A5 Anti-Bullying Policy (now Appendix 1) A11 Exclusion of Pupils A18 Sex and Relationships A22 Special Needs B4 Behaviour Policy B6 Educational Visits Policy B9 Internet Access Policy B11 Safer Recruitment Policy (now Appendix 2) BSET Pol.17 Supporting Medical Conditions BSET Pol.19 Data Protection BSET Pol.20 Health & Safety
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## **Designated Safeguarding Leads (DSL)**

**Lynda Walker – Headteacher**

**Brenda Barker – Pastoral Manager**

**(Available Monday – Friday 7.30 – 5pm)**

## **Introduction**

All schools are expected to play their part in keeping children safe. At Oak Lodge these responsibilities for maintained and independent schools (including academies) are set out in section 175 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 (made under section 94 of the Education and Skills Act 2008). These require Governing Bodies to ensure that arrangements are made to safeguard and promote the welfare of children at the school.

The purpose of an effective whole school safeguarding and child protection policy within Barnet Special Education Trust is to give clear direction to staff regarding procedures and expected codes of conduct for dealing with child protection issues which arise. The policy will also show the school's commitment to the development of good practice and sound procedures and ensure that any concerns and referrals are handled sensitively, professionally and in a way which safeguards and supports children and staff. All staff will ensure that the best interests of the children are at centre of all of the work that we do.

The Trust and the Local Governing Body have a statutory duty to safeguard and promote the welfare of children as described in Section 175 of the Education Act 2002. This policy has been developed in accordance with the principles of The Children Act 1989 and 2004.

In addition we will abide by the child protection procedures of the Barnet Safeguarding Children's Partnership.

<https://thebarnetscp.org.uk/bscp>

Oak Lodge's Safeguarding Policy is monitored and checked annually for updates. A copy of the policy is available on our website; Information, Policies, Safeguarding.

Oak Lodge School acknowledges its legal duties with respect to the statutory guidance outlined in

- Keeping Children Safe in Education 2018
- Working Together to Safeguard Children 2018
- Prevent Duty Guidance for England and Wales 2015
- What to do if you are worried a child is being abused 2016 –Advice for Practitioners (departmental advice)

- Barnet Safeguarding Children Guide 2018

### **The Definition of Safeguarding**

'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'

### **Policy Statement**

Oak Lodge School's policy applies to all staff (teaching and non teaching), trustees, governor and volunteers working in the school and will be reviewed annually by The Local Governing Body.

Oak Lodge is a school for pupils with Generic Learning Difficulties and as such we have a great degree of responsibility for the care and well-being of our students. The students belong to a group of people who are, potentially, some of the most vulnerable to abuse in all its forms, for a number of reasons.

It is our duty therefore to make sure that child protection is an integrated part of the ethos and practices of our school. We believe we are a school where 'Every Child Matters' and to achieve this we provide a positive, caring and stimulating environment in which students are encouraged to learn. Promoting the social, physical and emotional wellbeing of each student is at the heart of all of our practices.

Children and young people have a fundamental right to be protected from harm. Our students have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our pupils is a shared community responsibility.

**Safeguarding is everyone's responsibility.**

### **Our Aims**

- To ensure we practice Safer Recruitment by checking the suitability of staff and volunteers to work with children.
- To raise awareness of Safeguarding and Child Protection equipping children with the skills needed to keep them safe.
- To provide training to enable staff to identify and report cases of concern or suspected abuse.
- To develop a culture of vigilance amongst all of our staff.
- To ensure that students feel they will be listened to and know they will receive appropriate support within a safe environment.
- To provide a systematic means of reporting and recording of concerns.
- To provide a framework for Inter-agency communication and effective liaison.
- To keep up to date with current guidelines and interventions recommended to support children at risk.

- To ensure that students know how to keep themselves safe linked to PHSE and MRE curriculum.
- To work alongside multi-agencies – Social Care, CAMHS & SCAN services.

At Oak Lodge the Designated Safeguarding Lead (DSL) for Child Protection are:-

**Lynda Walker: Headteacher**

**Brenda Barker: Pastoral Manager**

Should both Lynda Walker and Brenda Barker be absent, the matter should be referred to another member of the Leadership Team.

### **Roles and Responsibilities**

## **Barnet Special Education Trust**

The Board of Trustees recognises its duty of care to Oak Lodge students and staff and will ensure that it meets its statutory responsibilities by:

- Nominating a Trust Designated Officer
- Sanctioning a robust Safeguarding Policy.
- Reviewing the policy annually in LGB committees and at Trustee meetings.
- Make Safeguarding an agenda item at all BSET meetings.
- Ensuring that Trustees and Governors have the appropriate Disclosure and Barring Service (DBS) and that vetting checks are carried out in line with Barnet Local Authority Guidelines. There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**
- Ensuring that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003 and the revised Procedures for Child Protection and Safer Recruitment 2006 and the Safeguarding Children and Safer Recruitment Guidelines (January 2007)
- Ensuring that either the Head Teacher or a Senior Leadership Team Member is the Designated Safeguarding Lead for the school (DSL).
- Ensuring that every member of staff along with volunteers, Trustees and Governors read and understand Part One of Keeping Children Safe in Education Safeguarding arrangements and take into account the procedures of the Local Authority as set up by the Local Safeguarding Children's Board

## **Role of Trust Designated Officer**

- Ensure safeguarding procedures are correctly applied and implemented in all Trust schools
- Provide advice, information and guidance to personnel in the Trust
- Be responsible for updating the Trust policy in liaison with the school designated officer for safeguarding and child protection

- Work closely with Social Care, the police, health professional and all other agencies
- Be the key link to Social Care or the police during and following formal investigations
- Monitor the progress of cases to ensure that they following the appropriate procedures
- Keep up to date with all changes in legislation and statutory guidance

**Trustee responsible for Safeguarding – Lynda Walker (Headteacher)**

## **Role of The Local Governing Body**

The Local Governing Body (LGB) is responsible for ensuring that:

- The school complies with legislation related to child protection;
- The school has a Safeguarding Policy which will includes the Child Protection policy and that procedures are in place that safeguard and promote the wellbeing of pupils in the school;
- The policy is reviewed at least annually;
- That appropriate checks are carried out on all new staff and volunteers;
- The school is aware of its duties re PREVENT referrals in conjunction with the police/LA, in particular that the school community has “due regard to the need to prevent people from being drawn into terrorism”;
- The DSL works together with a nominated Local Governor for Safeguarding (DSG) to assess the school’s compliance with the policy and to validate that safeguarding practices are in place;
- Recognise the importance of the role of the DSL and support them, making certain that the training necessary for the DSL to be effective is undertaken;
- Recognise the contribution the school can make to helping students keep safe through the teaching of on line e- safety, self protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum and Life Skills Scheme of Work;
- Manage the schools’ responsibility to ensure compliance by those organisations providing extended schools activities and using school facilities. The Governing Body has a statutory responsibility to ensure that these organisations follow vetting procedures and practice safer recruitment procedures.

### **The named Local Board Governor for child protection and children in care (DSG)**

The nominated Designated Safeguarding Governor (DSG) for Oak Lodge School is **Siobhan Fairclough**. The nominated DSG will need to:

- Be familiar with Barnet Safeguarding Children’s Board (BSCB) procedures and guidance issued by the Department for Education (DfE);

- Work with the Designated Safeguarding Lead (DSL) to produce the Safeguarding/Child Protection Policy;
- Ensure the Safeguarding Policy is reviewed annually and a report on its effectiveness is an annual agenda item for the Local Governing Body and the Barnet Special Education Trust Board of Trustees;
- Be responsible for the oversight of procedures relating to liaison with the Education Service, DCFS and the Police in relation to any allegations of child abuse made against the Head Teacher;
- Undertake training in Safer Recruitment Procedures.
- Termly checks of SCR with Safeguarding Governor – Siobhan Fairclough.

On an annual basis and at Trust meeting, the (DSG) should ensure that the following are noted:

- Changes affecting the Safeguarding Policy and its procedures;
- Training undertaken by designated teachers and other staff;
- The number of incidents/cases (without names or details as this is strictly confidential);
- Confirm through review that all providers of extended school's activities have appropriate policies and procedures in place with regard to safeguarding and child protection;
- Confirm to the Trust and the Local Governing Body that these providers can demonstrate clear lines of accountability and written agreements setting out the responsibility for carrying out the recruitment and vetting of staff and volunteers.

**The designated safeguarding lead** is a senior member of staff responsible for:

- The provision of leadership and vision in respect of child protection;
- Ensuring mechanisms are in place to assist staff and governors to understand and discharge their role and responsibilities;
- The practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies;
- The provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation;
- Attending appropriate training every two years with at least one annual update the co-ordination of all activities related to child protection and children in care;
- Record keeping, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with other professionals, and the monitoring of welfare and academic progress
- Prioritising CLA and liaising with the social care team assigned to the student.

**The Headteacher** is responsible for:

- Supporting the designated safeguarding lead in all aspects of the role ensuring access to appropriate training;
- Ensuring that all members of the school community are aware of and comply with safeguarding and child protection policy;
- Ensuring the safe recruitment of all staff (including supply staff and volunteers);
- Making parents aware of the school's child protection policy;
- Dealing with any allegations against members of staff or volunteers and keeping an accurate log;
- Creating a safe environment for pupils at the school;
- Ensuring that the designated person has current child sexual exploitation champion status;
- Attending PREVENT training/implementing recommendations;
- Ensuring staff have read and understood 'Part One' of 'Keeping Children Safe in Education'. A refresher session, along with a copy of the guidance will be given to all staff annually by the head teacher or the designated teacher, training will also be included in staff induction;
- Ensuring that staff are aware that they may report a concern to any member of the leadership team in the absence of the designated lead or the Headteacher;
- Ensuring there is a critical incident protocol in place;
- Ensuring students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety;
- Ensuring that there are targeted speech and language sessions to support students with language and communication difficulties.

**All staff** are expected to:

- Know the names of the designated safeguarding lead and members of the leadership team;
- Read, understand and comply with the school's safeguarding and child protection policy.
- Take part in induction/safeguarding training (Reading part 1 of 'Keeping Children Safe in Education' and completing 'The Prevent Duty' on line training.
- Have a good working knowledge of how to refer to the DSL, all concerns of a low-level and child protection nature.
- Read the Staff Handbook (Code of Conduct) on all school procedures.

## Safeguarding and Child Protection Procedures for Oak Lodge School

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes and relates to students health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits
- intimate care
- internet or e-safety
- appropriate arrangements to ensure school security, taking into account the local context.
- rigour with which absence is followed up
- decision-making process involved in taking students off roll
- care taken to ensure that pupils placed in / using alternative provision are safe at all times

Safeguarding can involve a range of potential issues such as:

- Child sexual exploitation
- Bullying including cyber bullying
- Domestic abuse
- Drugs and/or alcohol
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage and honour based violence
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Mental health
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking
- Peer on peer abuse

If any member of Oak Lodge staff knows or suspects that a student is, has been or may be suffering from harm, They **must** share their **concerns** about a student with the **Designated Safeguarding Lead promptly**. If neither of the Designated Safeguarding Lead's are not available, a member of the Leadership Team should be informed.

**You do not need to be absolutely sure that what you have seen or heard is child abuse.** If in doubt share your concern. It is important to remember that more than 70% of disclosures are made to non-teaching staff. It is important that we pass on information quickly to ensure prompt action.

## Definitions of Child Abuse

All staff must be aware of the main categories of abuse. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely, by a complete stranger.

**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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs and also an absence of boundaries.

**Physical Abuse** – This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is described by the term fabricated induced illness.

**Sexual Abuse** - This 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 (i.e. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways; this includes activities or materials on-line.

**Emotional Abuse** - This is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone. It could also lead to the child developing an attachment trauma that could impede their emotional development.

### **Radicalisation:**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism<sup>12</sup>. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen

in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

This will include making referrals to the Channel programme as appropriate.

<https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty Guidance:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Paragraphs 57-76 of the Prevent guidance relates to schools

### **Female Genital Mutilation:**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### **Indicators:**

FGM: multi agency practice guidelines:

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Pages 16 -17 - indicators

Pages 42 - the role of schools and colleges.

From, October 2018, all staff who discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a child under the age of 18 **MUST** immediately report this to the police. The staff member will liaise with the DSL who can offer support during this process. (Statutory duty to report from October 2018 – section 5B of the FGM Act 2003 (s74 as inserted – Serious Crime Act 2015).

### **Child Sexual Exploitation:**

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive "something" (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, attention, gifts, money) as a result of them performing, or others performing on them, sexual act or activities. Child sexual exploitation grooming can occur through the use of technology without the child's immediate

recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability.

### **Children Missing from Education (CME)**

A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

### **Peer on Peer Abuse – Child on Child Sexual Violence and Sexual Harrassment.**

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse, according to Section 5 of the statutory safeguarding guidance Keeping Children Safe in Education, published by the Department for Education (DfE). This is most likely to include, but not limited to, bullying (including cyber-bullying), gender-based violence/sexual assaults and sexting. Staff must report their concerns at the earliest opportunity to the DSL.

### **Other forms of Child Abuse**

- Forced marriages
- Female Genital Mutilation
- Child Sexual Exploitation
- Radicalisation
- Domestic Violence
- Trafficking - CSE
- Preventing Radicalisation
- Peer on peer abuse
- Children being exposed to any of the above are at risk as they are also forms of child abuse.

### **Action by The DSL**

The action taken by the DSL is to gather information from all relevant sources and then make the referral to the most relevant services.

Child Protection – MASH Team via duty 0208-359-4066

Radicalisation – The Prevent Team – Perryn Jasper/Sam Rosen 0208-359-7371

CME – Trevor Orr (EWO Manager) – 0208-359-2000

### **Confidentiality**

Information must only be shared on a need-to-know basis. You do not need consent to share information if a child is suffering or at risk of serious harm.

## The Symptoms of Stress and Distress

When a child is suffering from any one or more of the 'categories of abuse', or if the child is 'at risk', they will nearly always suffer from or display signs of stress and distress.

At Oak Lodge School we have developed an ethos whereby children and young people feel free to talk openly and share any concerns they may have. As we have a high number of students with limited/no verbal communication, we have numerous ways of facilitating a conversation via means of PECS, cartoon conversations, electronic talkers or symbols.

An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance
- Aggressive or hostile behaviour
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- Difficulties in relationships with peers
- Regression to more immature forms of behaviour, e.g. thumb sucking, soiling themselves
- Self harming or suicidal behaviour
- Low self esteem
- Wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse
- Disturbed sleep
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour
- A sudden change in school performance

## What to do if you are worried that a student is being abused or maybe at risk

- Discuss your concerns with a Designated Safeguarding Lead DSL - Lynda Walker or Brenda Barker.
- Complete either the '**Child Concern Form**' or '**Child Protection Form**'
- A 'Child Concern' form is usually completed following a concern regarding a noticeable change in the overall well being of the child. This form is given to the key stage leaders for further action, and then passed on to the Pastoral Manager. (low level concern)
- The 'Child Protection' form must be completed following a disclosure. (High level concern or disclosure)
- These forms must be dated, timed and signed by the member of staff reporting the concern/disclosure.
- They must be written as soon as possible after an event and given directly to LW/BB to allow for the appropriate action to be taken.

## DEALING WITH DISCLOSURES OF ABUSE

**Staff must not question a student.** However if a child makes a disclosure to a member of staff about possible abuse there are a number of things that should be done to support the child:

- React calmly and be available to listen
- Keep your responses short, simple, slow, quiet and calm
- Inform the child that this information will now have to be passed on – **Do not promise confidentiality.** (Safe script – In order to keep you safe, I must talk to BB/LW)
- Let the child know that you understand how difficult it is to talk about such experiences and that she/he is brave to tell;
- Reassure the student that she/he is not to blame;
- Do not interrogate the student or put words into the child's mouth, but note the main points carefully;
- Make accurate notes asap about what you have been told, seen or heard;
- Reassure the child and let them know they were right to inform us;
- DO NOT remove a student's clothing to 'examine' him/her for any marks. Note marks that you have noticed or have been brought to your attention by the student;
- Do not stop a student who is freely recalling significant events;
- Do not judge the abuser;
- Immediately inform the DSL.

Suggestions of what to say : 'You're very brave' – 'I believe you' – 'It's not your fault' – 'Well done' – 'In order to keep you safe I will need to talk to someone else about what to do next'.

**Safeguarding and Child protection issues are always treated as a priority.**

**Failure to pass this information on could put the student at further risk.**

### **Guidelines for staff**

If a child approaches a member of staff and asks them to keep a secret, they should reply that they cannot agree to do this.

Explain to the child that in order to keep them safe, secrets cannot be kept and information must be passed on. The telephone number of Child Helpline (0800 1111) can be offered to any child who wishes to speak to someone else in confidence.

Staff must be aware that physical contact with students may be misconstrued and should make sure that they do not put themselves in such a situation unwittingly. Steps should be taken to avoid one-to-one interviews behind closed doors.

### **Guidelines**

- Never promise a child to keep a secret.
- Take note of remarks made by a child of untoward experiences and pass them on to the Designated Safeguarding Lead. (Questioning is not allowed.)
- Take note of and report to the DSL any untoward marks on the child.
- Take every opportunity to preserve dignity when dealing with children.
- Provide privacy for manual handling and intimate care treatments.
- Staff working with individual children are advised to keep the door open, stay within sight of other adults, or to inform other staff where they will be, with whom and for how long.
- The DSL will liaise with the Social Services Department when necessary.
- The DSL will make any formal referral by telephone, before the end of the school day, followed by written confirmation of allegations.
- Senior Leaders led by the DSL will promptly consider any measures to be put in place to protect the student following an allegation of abuse.

If you have any concerns about a student becoming overly attached to you this should be reported on a Child Concern Form.

## Respect Confidentiality

Although you have a 'duty of care' to pass on any information regarding your concerns about abuse or suspected abuse to the Designated Safeguarding Lead, please respect the individuals' right to confidentiality and do not share information of the disclosure unnecessarily to other staff unless you have been directed to do so by the DSL.

The disclosure must only be shared on a **need to know basis**. Requests for information concerning Safeguarding and Child Protection issues by outside agencies should be referred to the DSL. Non school staff e.g. bus escorts, medical agencies who communicate concerns in school will be directed to pass on information to their section head for referral as specified in Barnet's procedures. Oak Lodge's DSL will check that the referral has been received and what action has been decided upon.

Having discussed concerns with you, the DSL will then take the appropriate action.

## MONITORING AND RECORD KEEPING

When there is suspicion of significant harm to a child and a referral is made, as much information as possible should be given about the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect. School Pod maybe used to support concerns.

**NB** All referrals made to the **Multi-Agency Safeguarding Team (MASH)** at Social Services by telephone, must then be followed up with the specified online written form within 24 hours and a copy kept on the confidential safeguarding file. A note must be made of the name of the Duty Social Worker and the time at which the call is made. If parents have not been informed about the referral being made or they have agreed to it being made, this must be reported to Social Services.

**Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently records and reports should be:**

- **factual (no opinions)**
- **non-judgemental (no assumptions)**
- **clear**
- **accurate**
- **relevant**

**It is essential that accurate records be kept where there are concerns about the welfare of a child. These records are kept in secure, confidential files, which are separate from the child's school records**

### **Child Concern Forms (Lower levels of Concern)**

Staff must keep the Key Stage Coordinators, Pastoral Manager or DSL's informed of:

- poor attendance & punctuality
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about peer on peer abuse (including serious bullying)

## The role of the School Designated Safeguarding and Child Protection Lead in responding to a Disclosure or Allegation of Abuse

### **Child Protection Form (Disclosures or At Risk of Significant Harm)**

The Designated Safeguarding Leads have a duty to coordinate the school's response to child abuse. It is their responsibility to make an immediate telephone referral to the Multi-Agency Safeguarding Hub (MASH) duty line on 0208-359-4066. The DSL must follow up this telephone call within 24 hours with a written referral. They should:

- Ensure that all staff receive appropriate Safeguarding and child protection training yearly
  - Develop effective working relationships with Social Care agencies.
  - Receive and take action on concerns from members of staff.
  - Inform the Head Teacher of concerns from staff.
- Record the details of conversations and actions taken in connection with all Safeguarding matters;
  - To liaise with Social Care teams, once referrals have been made.
  - To liaise with the assigned Social Worker during the investigation.
  - To ensure that accurate records relating to safeguarding and child protection concerns are kept in a secure place.
  - To attend strategy meetings and or case conferences when requested.
  - To ensure that if a child has a Child Protection plan, the Social Worker is informed of any changes school may be made aware of.
  - To ensure that a student who has been identified as being at risk is effectively monitored.
  - To ensure that the Safeguarding and Child Protection Policy is communicated to staff, Trustees, Governors and parents.
  - To offer support and act as a source of advice within the school for students, staff, parents and external agencies.

### **Whistle-Blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns where they exist, about the management of child protection, which may include the attitude and action of colleagues.

If it becomes necessary to consult outside of the school, they should speak in the first instance to the **Local Authority Designated Officer (LADO)** following the Whistle-Blowing Policy. Whistle-Blowing regarding the Headteacher should

be made to the Nominated Local Governing Board Safeguarding Governor whose contact details are readily available at the school.

**LADO – Shrimatie Bissessar – 0208-359-4528**

**Lado@barnet.gcsx.gov.uk**

## Support for the Student

The school will support students in accordance with his/her agreed Child Protection Plan. The school will notify any concerns about a student who has a Child Protection Plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team.

We recognize that children who are abused or who witness violence may experience difficulties, which impact on their 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 student through the content of the curriculum, the Pastoral team, the counselling therapy team and the school ethos of valuing the student.

## Support for Staff

Caring for yourself is important. Child abuse is a painful subject. It tends to evoke strong reactions in us, reactions which we need to recognise. It is ok to feel distress, anger or disgust when faced with a child who may have been abused, although it is vital that you do not let the student become aware of how you feel.

Discussing your feelings is important and should you need to seek support, your Designated Safeguarding Officer can advise you how this can be achieved by sign posting you to the Pastoral Support Team, which includes counsellors. Gill Wild (school counsellor) is available to speak to staff that may need further support.

## Complaints and Allegations Against Staff

Responsibilities and procedures are laid out in the Complaints Policy. Report allegations made about a member of staff directly to the Head Teacher. If an allegation is made about the Head Teacher, this must be reported to the Deputy Head Teacher or a designated alternative. The chair of the Local Governing Body is nominated to be responsible in the event of an allegation being made against the Head Teacher. Reports must go via the Local Authority Designated Officer (LADO). Once investigated by the LADO and the allegations are found to be true, school will notify the DBS team that either, the staff member has been dismissed or resigned due to safeguarding concerns.

**LADO – Shrimatie Bissessar – 0208-359-4528**

**Lado@barnet.gcsx.gov.uk**

## Children in Care or Looked after Children

The Designated Safeguarding Lead is the designated person responsible for the CIC or LAC students. They must attend regular training. Keep a register of all CIC or LAC students in school. They must liaise with the relevant social worker involved and attend the LAC review and Child in Need meetings held termly. They have a duty of care to monitor attendance and liaise with the Virtual School Team.

## Training of Staff in Safeguarding and Child Protection

- The Designated Safeguarding Lead will receive Local Authority training every two years.
- All newly appointed staff will receive prompt training delivered as part of their induction training.
- The DSL will give refresher training in the September inset days, every year at Oak Lodge School.
- The Head Teacher, Chair of Governors and the Senior Leadership Team involved in appointing staff will be accredited with 'Safer Recruitment Practices' Training.

## Awareness Raising for Students

We recognise that it is important to make the students aware of behaviour towards them that is not acceptable and how they can help to keep themselves safe. Opportunities for students to learn about keeping safe, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be provided through the following curriculum.

- PSHE including SRE
- Citizenship activities
- SRE in Science
- Safe use of Digital Technology in ICT, E-Safety, including mobiles
- Health and Safety training in practical subjects
- Assemblies
- Daily contact with their form tutor

**Please note that staff are not to accept students on any social media site.**

## Use of mobile phones and other devices

- Students have their photographs taken to provide evidence of their achievements for developmental records and also in relation to school events.
- Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records.
- Under the Data Protection Act 1998, the school seeks parental consent to take photographs and use video recorders. Permission is sought from parents for the use of photographs in different contexts: in school, in the media and on the school website.
- Photos will be stored on the school network which is password protected.
- On admission, parents will be asked to sign the consent for photographs to be taken in school or by the media for use in relation to promoting/publishing the school. This consent will last for a maximum of 5 years only. This does not cover any other agency and if any other agency requests to take photographs of any child then separate consent before photographs are taken will be sought.
- Photographs are used as evidence in work files, end of year reports and displays around the school. In addition, if agreed by parents, photographs will be published on the school website. It is possible that other children may be in the photographs.
- Parents will be reminded that assemblies and concerts may be photographed and videoed and as such any concerns they have should be expressed prior to the event. Parents will be reassured that videos and photographs taken within school by school staff will be used for educational purposes and that care will be taken that images respect the self esteem of the children concerned and are not used to illustrate sensitive or negative issues.
- Staff mobile phones must be switched off/to silent, during the working day, except for staff break times. If a member of staff is expecting or needs to make an urgent phone call then exceptions will be made.

Personal **cameras or mobile phones** –should **NOT** be used to take photos of children in school. Each class has a mini iPad and a sim free phone for using the Earwig application to be used for this purpose.

At Oak Lodge we pride ourselves on training staff to a level of competency whereby any/all members of staff know how to make an urgent referral to the MASH Team if they feel that a student may be at risk. This has been achieved by numerous 'How to posters' set up at key points all over the school site should the two DSL's be unavailable.

## Legislative Framework and Guidance

In order to protect children from harm the school will act in accordance with the Department For Education's Statutory legislation and guidance.

The Children Act 1989 Significant Harm (2004 Amendment)  
Human Rights Act (1998)  
Data Protection Act (1998)  
DoH 'Framework for the Assessment of Children in Need and their Families (2000)  
Education Act (2002), section 175  
The Children Act (2004) Every Child Matters  
HM Govt/DCSF 'Working Together to Safeguard Children (August 2018)  
HM Govt/DfES 'What to do if you're Worried a Child is Being Abused (March 2015)  
HM Govt/DfES 'Keeping Children Safe in Education (September 2018)  
HM Govt/DfES 'Information Sharing: Practitioners Guide (2013)  
DfES guidance 'Safeguarding Children and Safer Recruitment in Education (2007)  
London Child Protection Procedures (2007)  
HM Govt/DCSF 'The Protection of Children in England: Action Plan (2009)  
DCSF 'Handling Allegations of Abuse made against Adults who work with Children and Young People (2009)  
Barnet LA 'Briefing note for School Staff – Current Safeguarding Issues and Concerns' (2009)  
Statutory Guidance on FGM (October 2018)  
HM Govt/DCSF 'Staying Put' Guidance (May 2013)  
HM Govt 'Prevent Duty Guidance' (June 2016)  
Disqualification under the Childcare Act 2006  
The Early Years Foundation Stage Framework section 3 – the Safeguarding and Welfare Requirements (September 2014)  
SEND – Code of Practice 0-25 years (May 2015)

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416455/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416455/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

## Useful Contact Details

Designated Safeguarding Lead (DSL)

Lynda Walker

Headteacher – Oak Lodge School

0208-444-6711

[lynda.walker@oaklodge.barnet.sch.uk](mailto:lynda.walker@oaklodge.barnet.sch.uk)

Designated Safeguarding Lead (DSL)

Brenda Barker

Pastoral Manager

0208-444-6711

[brenda.barker@oaklodge.barnet.sch.uk](mailto:brenda.barker@oaklodge.barnet.sch.uk)

Designated Safeguarding Governor

Siobhan Fairclough

0208-444-6711

MASH Team

Referral & Consultation line 0208-359-4066

Monday – Friday 9am – 5.15pm

Out of hours service – 0208-359-2000

[mash@barnet.gcsx.gov.uk](mailto:mash@barnet.gcsx.gov.uk)

Local Authority Designated Officer (LADO)

Shrimatie Bissessar

0208-359-4528

[lado@barnet.gcsx.gov.uk](mailto:lado@barnet.gcsx.gov.uk)

Safer Schools Team

PC - Roma Wesolek

0208-733-5857

(Mon-Fri 8am-5pm)

PS – Shannon Farthing

0208-733-5857

Emails via Criminal Justice Secure Mail (CJSM) only

Barnet's Safeguarding Children's Partnership (BSCP)

Independent Chair – Andrew Fraser

0208-359-4049

[www.thebarnetscp.org.uk](http://www.thebarnetscp.org.uk)

NSPCC

Help for adults concerned about a child - 0808 800 5000

Help for children and young people – Childline 0800 1111

## Safeguarding Policy - Information for Parents and Carers

Barnet Special Education Trust, the staff and governors of Oak Lodge School are committed to establishing and maintaining an environment where children feel secure, are happy to talk, and are listened to. To achieve this we work closely with parents, carers, students and social services. Our Safeguarding Policy is written with support from the Local Authority and reviewed annually. The key points of our policy are below; should you wish to receive a full copy please contact the school office.

If you have any Safeguarding concerns please ask to speak to one of our Designated Safeguarding Officers (DSL)

**Lynda Walker (Headteacher)**

**Brenda Barker (Pastoral Manager)**

### **Training**

All staff are provided with Safeguarding Training on the inset days at the start of every new school year.

The school's Designated Safeguarding Officers are trained every two years.

Governors are given updates on their Safeguarding responsibilities each term.

The governor responsible for Safeguarding is Siobhan Fairclough and she meets with Brenda Barker on a termly basis.

### **Disclosure**

Following a disclosure from a student, staff are required to:

- Make time for students to talk privately, take seriously any disclosures and reassure the student making them.
- Listen to the students, but do not make promises about keeping information confidential as a referral may need to be made.
- Refrain from asking leading questions.
- Record information.
- Report information to the school DSL immediately.
- Ensure confidentiality is kept.

### **Responding**

Following a report, the DSL will take the appropriate action in accordance with Barnet's guidelines. This may involve an initial discussion with the parent carer.

However, there may be times when, as part of our safeguarding role we have a duty to report concerns to the Multi-Agency Safeguarding Hub (MASH).

### **Supporting the Student**

We acknowledge disclosing sensitive information can be difficult and very stressful for students. Support will be given in the context of his/her agreed Child Protection Plan. Ongoing support will also be given through the curriculum, the Pastoral Team, which includes the counsellors and the school ethos of valuing students.

## **Safeguarding Policy - Information for External Professionals, Supply Staff and Volunteers**

### **DISCLOSURE**

Should a child make a disclosure, say something that concerns you, or if should you see any suspicious marks, do the following

- Listen to the student.
- Take seriously any disclosures and re-assure the student making them.
- Listen and do not ask leading questions.
- Record and Report the information to the Designated Safeguarding Officers.
- Ensure confidentiality is kept at all times by not discussing these issues/concerns out of school.

### **The DSL's are:-**

Lynda Walker;      Headteacher  
Brenda Barker;     Pastoral Manager

### **Use of physical intervention**

Due to the nature of our students it is occasionally necessary to physically intervene with a student. Oak Lodge Staff follow an accredited training programme of Positive Handling. We understand that if you have not witnessed physical intervention before it can be confusing and sometimes distressing. If you are unsure about any incidents, please discuss this with a member of the Leadership Team. Please do not physically intervene yourself.

### **E-safety**

- Whilst working at our school you have a duty of care to protect our students. Please be vigilant when students are using the computers.
- No person should give out personal email addresses or accept students on any social networking site such as Facebook or Twitter.

## **Appendix 1: Anti-bullying Guidelines (former Oak Lodge Policy A5)**

### **Guidelines for dealing with bullying and racial harassment**

#### **Incidents:**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that any pupil who knows that bullying is happening is expected to tell the staff.

Although we do not have a major problem with bullying or racial harassment at Oak Lodge, we are publishing these guidelines to staff, families and pupils to ensure that everyone is vigilant and that immediate action is taken and support offered should bullying or incidents of racial harassment occur, considering any evidence and all views.

#### **What Is Bullying?**

Bullying is deliberately hurtful behaviour that is repeated over a period of time and results in pain and distress to the victim. It can include incidents away from the school premises which are school related, but it excludes injury through accident. It is recognised that some bullying might be through individual incidents of a relatively minor nature but which assume greater significance when viewed in context, perhaps through frequency or reason.

#### **What forms does bullying take?**

- Name calling – using bad language
- Physical
- Destroying other people's property
- Racist remarks
- Spreading rumours
- Discrimination
- Personal remarks
- Saying unkind things about your family
- Hurting feelings
- Cyber bullying
- Teasing about being gay

#### **To clarify; we understand that bullying can be:**

- Being unfriendly, excluding, tormenting (e.g. hiding possessions, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & social media misuse

- Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities.

## **Signs and Symptoms**

We think that children may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Doesn't want to come to school
- Shows different behaviour
- feels ill in the morning
- Has unexplained cuts or bruises
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong

## **Why is it Important to Respond to Bullying?**

- Bullying hurts.
- Bullying ruins lives
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- So that people will know what to do and bullying can be dealt with
- The school will be a better place
- To make our school a safer place
- To stop people being bullied and help the bullies become better people
- So that everyone is confident about school

## **What do we do at school to prevent bullying?**

At all times, staff promote co-operative behaviour and anti-bullying values. All staff should be aware of pupils being pressured or teased by their peers. It is important that staff pick up on these kinds of incidents and do not leave them unchallenged.

As well as challenging the bullying behaviour themselves, staff can support pupils in responding to the incident.

- All staff respond to inappropriate behaviour.
- Class Rules / Rights and Responsibilities
- Well Done Assembly/ceremonies to make pupils feel confident
- Certificates, and stickers
- PSHE lessons/form time activities
- Verbal Warnings / Duty Classroom and Detentions
- Behaviour Reflections
- Work and activities during Anti-Bullying Week, Displays
- Teach pupils strategies to encourage positive behaviour in others.

## **Pupils who are bullied**

Pupils need to be taught to refuse to comply with bullying pupils' demands encouraging one pupil to say to another "I don't like you doing that. I want you to stop" gives the bullied pupil an opportunity to respond assertively to the situation with the backing of the teacher.

### **Strategies to encourage positive behaviour:**

The majority of pupils in the school may not be involved in bullying behaviour themselves, but they are likely to know that it is happening. They may even witness it taking place. These bystanders may do nothing because they are afraid, uncomfortable or because they do not know what they should do. It is not the intention to encourage pupils to take on the role of vigilantes who 'stop bullying', but it is possible to motivate peer pressure so that pupils take an active stand against bullying behaviour.

Pupils can be encouraged to be active bystanders by:

- Not allowing someone to be deliberately left out of a group.
- Not smiling or laughing when someone is being bullied.
- Telling a member of staff what is happening.
- Encouraging the bullied pupil to join in with their activities or groups.
- Telling the bullying pupil to stop what they are doing.
- Showing the bullying pupil that they disapprove of his or her actions.

Pupils can be shown how being passive about bullying behaviour cannot only collude with it but also sometimes encourage it. Roleplay helps pupils to rehearse more challenging strategies.

### **What happens at our school if bullying is discovered?**

We want to see appropriate action taken, so that everyone can understand that bullying is serious but want support for them too, so Bullies can understand their feelings and change their behaviour.

The bullying behaviour or threats of bullying must be investigated by staff. Listen sympathetically - do not belittle the event - if a pupil thinks it is important, it is important.

#### **Procedure:**

- 1.** Bullied pupils should be encouraged to recount the incident and a member of staff will record the details.
- 2.** Sanctions will be used where bullying behaviour is clearly proven - a reprimand may be sufficient to deter a pupil from mild teasing and the issue discussed with Form Teachers. The person doing the bullying may be asked to genuinely apologise, when they understand how they have hurt the person being bullied.
- 3.** Each pupil's files must be amended for repeated incidents.
- 4.** For more threatening behaviour, pupil's files should be amended and an incident/concern form with the complainant.
- 5.** Where the bullying is of a more serious nature, families both of the bully and the bullied, will be involved and exclusion will be considered.
- 6.** When necessary, governors will be informed by Teacher Governor.
- 7.** In serious cases of bullying, suspension or even exclusion will be considered by the Head Teacher with the governors.
- 8.** If necessary, police will be consulted by the Head Teacher.

#### **Provide anonymity for the victim whenever possible**

If the perpetrator happens to be a member of staff, this will be dealt with within the context of the school's disciplinary procedures.

**In addition, however it may be necessary to support the complainant,** providing immediate help and support from a member of staff to help minimise shock and long-term effects. The LA maintains a list of outside agencies and

community groups who might be able to offer advice and support to the complainant and her/his family.

### **Resources to support Children and Young People**

[www.bulliesout.com](http://www.bulliesout.com) [www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov) [www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)  
[www.stonewall.org.uk](http://www.stonewall.org.uk) [www.bullybusters.org.uk](http://www.bullybusters.org.uk) [www.worriedneed2talk.org.uk](http://www.worriedneed2talk.org.uk)  
[www.bullying.co.uk](http://www.bullying.co.uk) [www.cliconline.co.uk](http://www.cliconline.co.uk) [www.kidscape.org.uk](http://www.kidscape.org.uk) [www.nyas.net](http://www.nyas.net)

### **Parents and Professionals** [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk) [www.beatbullying.org](http://www.beatbullying.org) [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk)  
[www.bullying.co.uk](http://www.bullying.co.uk) [www.redballoonlearner.co.uk](http://www.redballoonlearner.co.uk) [www.eachaction.org.uk](http://www.eachaction.org.uk)  
[www.wisekids.org.uk](http://www.wisekids.org.uk) [www.childnet-int.org](http://www.childnet-int.org) [www.headzone.com](http://www.headzone.com)  
[www.stonewall.org.uk](http://www.stonewall.org.uk) [www.mencap.org.uk](http://www.mencap.org.uk)

**Helplines:** Childline **0800 1111** NSPCC Helpline **0808 800 5000**  
Parentline Plus **0808 800 2222** Kidscape **0845 120 5204**

## **Racial Incidents**

Much of the above guidance also applies to incidents of racial abuse or harassment. However we now have a legal duty to prevent racial incidents occurring and to promote good relations among different racial groups.

The Stephen Lawrence Inquiry report defines a racist incident as;  
***"Any incident which is perceived to be racist by the victim or any other person"***.

Many of our pupils who may be victims of racial harassment may not be able to identify or articulate their experience to adults and it is therefore of paramount importance that any incidents are dealt with and not ignored.

## **Recording and Reporting**

As recommended in the Stephen Lawrence Inquiry Report and the Ofsted Educational Inclusion Framework we are expected to keep records of all incidents of a racist nature. In order to distinguish between incidents that are considered to be of a bullying nature and those which are wholly, staff should;

- Amend pupil behaviour records
- Complete the Racist Incident Report form - copies of which can be found in the staff room.
- Pass to the Head teacher.

Each term the school will return the aggregate information of its racial harassment statistics to the LEA. This will help to inform discussions in the Multi-Racial Harassment Group comprised of representatives from Council Services, the Metropolitan Police, Victim Support, Housing Associations, Local Community and Voluntary Organisations and a Head teacher Representative. The main purpose of collecting such statistics is to have a clear indication of the nature and trend of racial harassment incidents in the Council in order to be able to develop effective strategies in tackling racist incidents.



# Racial Incident Report Form

**Date**                      **Time**                      **Place**

**Name(s) of perpetrators**

**Name of complainant(s)**

**Type of Racial Harassment** **(please tick)**

Jostling, use of weapons, the threat of / actual physical assault	
Derogatory name- calling, racist abuse, insults, jokes and innuendo	
Racist graffiti	
Wearing racist badges or insignia	
Bringing racist materials such as leaflets, comics or magazines into the premises	
Verbal threats	
Incitement of others to behave in a racist manner	
Racist comments in the course of discussion	
Attempts to recruit for racist organisations and groups	
Ridiculing people because of cultural or religious differences	
Refusal to cooperate with other people because of their colour, race, religion or language	
Disrespect for other people's colour, race, religion and language	
Written derogatory / racist remarks	
Abuse of personal property	

**Brief Description of incident:**

**Action Taken**

**Signed**

## **Appendix 2: Safer Recruitment Policy (former Oak Lodge Policy B11)**

The purpose of this policy is to set out the school's minimum requirements for a safe recruitment process.

### **1. Application process**

#### **1.1 Statutory requirements.**

There are statutory requirements for the appointment of some staff in schools – notably headteachers and deputy headteachers.

#### **1.2 Ensuring trained Recruiters.**

The school will ensure that at least one recruiter has successfully received accredited training in safe recruitment procedures.

#### **1.3 Inviting Applications.**

Advertisements for posts – whether in newspapers, journals or on-line – will include the statement:

“The school is committed to safeguarding children and young people. All postholders are subject to a satisfactory enhanced Criminal Records Bureau disclosure.”

#### **1.4 Information for prospective applicants.**

Applicants will be supplied, as a minimum, with the following:

- job description
- person specification;
- the school's child protection policy;
- the school's safer recruitment policy (this document);
- the selection procedure for the post;
- an application form.

## **2. The Process of Short-listing**

### **2.1 The Person Specification.**

Short-listing of candidates will be done using the person specification for the post as the standard.

### **2.2 References**

Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage. References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

Where necessary, referees will be contacted by telephone or e-mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Referees will always be asked specific questions about:

- the candidate's suitability for working with children and young people;
- any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
- the candidate's suitability for this post.

School employees will be entitled to see and receive, if requested, copies of their employment references.

### **3. The Interview**

Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.

Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link).

During the course of the interview, candidates will always be required:

- to explain satisfactorily any gaps in employment;
- to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- to declare any information that is likely to appear on a DBS disclosure;
- to demonstrate their capacity to safeguard and protect the welfare of children and young people.

### **4. Pre-employment checks**

All successful applicants will be required:

- to provide proof of identity eg Passport
- to complete a DBS disclosure application and receive satisfactory clearance
- to provide actual certificates of qualifications
- to complete a confidential health questionnaire
- to provide proof of eligibility to live and work in the UK

### **5. Induction**

All staff who are new to the school will receive induction training that will include the school's safeguarding policies and guidance on safe working practices.

Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s).