

Contact: Bridget Norton

Finton House School
Child Protection/Safeguarding Policy

This policy is made available via the school website, is provided to all parents (current and prospective) in the parents' handbook, is provided to all Governors in the Governors' handbook, is provided to all staff in the Staff Handbook, is available from the school office and is kept in the Library.

1. Introduction

Definition of Child Protection:

The process of protecting individual children identified as either suffering, or at risk of suffering, significant harm as a result of abuse or neglect.

The Children Act 1989 (Section 31) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

Definition of Child Abuse and Neglect:

Child Abuse is taken to refer to any child or young person under 18 years, who is not married, who through the action of parents or other carers, or through their failure to act, has suffered, or is likely to suffer, serious physical and/or emotional harm.

Every child has the right to be treated as an individual, to have his or her needs met, and to be shown respect for all aspects of his or her identity, including gender, nationality, ethnic origin, religion, sexuality and culture. At Finton House we are sensitive to the fact that parenting and childrearing styles can vary according to class, age, race, ethnicity, culture and /or religion. We recognise that all parents have the right to raise their children according to their family traditions and we are aware of passing judgement on or discriminating on the basis of difference.

Child abuse and neglect encompasses all ill treatment of children including serious physical and sexual assaults as well as cases where the level of care does not adequately support the child's health or development. A 2009 survey conducted by NSPCC, in the UK, found that one in seven children/young people under 18 had been maltreated by a parent or guardian during their lifetime. It is likely that there may be children at Finton House who are being abused, physically, emotionally or sexually.

All members of staff have a responsibility to identify and report suspected abuse (including suspected, actual or reported abuse by other members of staff) and to ensure the safety and well being of the pupils at Finton House. At Finton House, staff are aware of the signs of the various types of child abuse and the procedures they should follow if they have concerns about a child. They also know of the damage that bullying can inflict upon a child, causing considerable distress to the extent that it can affect their health and development. In the first instance, cases are dealt with under the Anti-Bullying Policy (see policy for details.)

The designated members of staff with responsibility for child protection is the Deputy Head (Bridget Norton) and in her absence, it is the Head (Adrian Floyd). This designated role includes responsibility for the Early Years Foundation Stage setting and liaising with local statutory children's agencies as appropriate.

The School Governor with responsibility for this area is Ed Rees, Deputy Head of Dulwich College. He has attended a Level 1 Child Protection Awareness Course in May 2009.

2. Definitions and Signs of Child Abuse

The four broad categories of abuse are physical, sexual, neglect and emotional. These categories do overlap and an abused child frequently suffers more than one type of abuse.

Physical Abuse

Definition:

Physical abuse may take many forms, e.g. 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.

Possible Signs:

- Unexplained injuries e.g. eye injuries, cuts, split lips, swollen pelvis, hair pulled out and burns etc., any injuries not consistent with the explanation given for them or several different explanations provided for an injury.
- Bruising in the following areas: around the mouth, two simultaneous bruised eyes, multiple bruising to the head or face, outlines of objects such as hair brush, belt marks etc., bruising or tears around the earlobe/s indicating injury by pulling or twisting, bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.
- Bite marks - these leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

- Burns or scalds – it is difficult to distinguish between accidental and non-accidental. Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods, iron or electrical fire elements and burns of uniform depth over a large area.
- Fractures may cause pain, swelling and discolouration over a bone or joint.
- Scars of different sizes or ages on different parts of the body may suggest abuse.
- The parents or carers are uninterested or undisturbed by an accident or injury.
- Family use of different doctors and A & E departments.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a ‘cry for help’ and if ignored could lead to a more serious injury).
- Injuries that occur to the body in places that are not normally exposed to falls and rough games.
- Injuries that have not received medical attention.
- Instances where children are kept away from the group or school inappropriately.
- Reluctance to change for, or participate in, games or swimming.
- Refusal to discuss injuries.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression towards others.
- Changes or regression in mood or behaviour particularly where a child withdraws or becomes clinging.

Sexual Abuse

Definition:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery, oral sex) 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.

Possible Signs:

Recognising sexual abuse can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional and behavioural. Boys and girls of any age may be sexually abused and are often scared to say anything due to fear and/or guilt. It is particularly difficult for a child to talk about their sexual abuse. Disclosure can often initially be indirect as the child tests the professional’s response.

- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in sexual play or conversation inappropriate to his/her age group.
- Self-harm (including eating disorders), self-mutilation or suicide attempts.
- Pain or itching of genital area or blood on underclothes.
- Physical symptoms such as injuries to the genital or anal area; bruising to buttocks, abdomen and thighs; sexually transmitted disease; presence of semen on vagina, anus, external genitalia or clothing.
- Bloodstains on underwear.
- Sexual activity through words, play, drawing or inappropriate masturbation.
- Child who is sexually provocative or seductive with adults.
- Extreme shyness about changing in front of peers or adults for swimming or games. Parents may ask staff not to undress or change their child.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.
- Behaviour indicative of excess adult responsibilities at home - for example a girl who takes over the mothering role/wifely responsibilities, whether or not the mother lives there.

Neglect

Definition:

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

Possible Signs:

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

- Provide adequate food and clothing.
- Poor personal hygiene.
- Provide shelter including exclusion from home and abandonment.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Emaciation.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child feeling unloved and insecure.
- Child thrives away from home environment.
- Unproductive from physical and emotional harm or danger.
- Frequent lateness or non-attendance at school.
- Untreated medical problems or abrasions.
- Destructive tendencies.

- Low self-esteem.
- Poor social relationships.
- Running away.
- Child left with inappropriate carers e.g. too young or complete strangers.
- Child left alone with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

Emotional Abuse

Definition:

Emotional abuse is the persistent, emotional, maltreatment or rejection of a child such as to cause severe and persistent effects on the child's emotional development. It may involve:

- Conveying to the child that they are worthless or unloved, inadequate or under valued, in so far as they meet the needs of another person.
- Imposing developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.
- Causing children to feel frightened or in danger e.g. witnessing domestic violence or experiencing bullying from siblings or peers.
- Exploitation or corruption of children.
- No communication with the child.

Some level of emotional abuse is involved in most types of ill-treatment of children, although emotional abuse may occur alone.

Possible Signs:

Emotional abuse may be difficult to recognise because the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should be aware that emotional abuse might also signify the presence of other kinds of abuse.

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment.
- Scapegoat within the family.
- Over-reaction to mistakes.
- Continual self-deprecation.
- Appeasing behaviour towards others.
- Withdrawn or seen as a 'loner' – difficulty relating to others.
- Sudden speech disorders.

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging and finds it difficult to relate to others.
- Nervousness, frozen watchfulness.
- Sudden under-achievement, lack of concentration, low self-esteem or lack of confidence.
- Inappropriate relationships with peers and/or adults.
- Aggressive behaviour towards others.
- Neurotic behaviour (for example rocking, hair twisting, excessive thumb sucking).
- Self mutilation.
- Attention seeking behaviour.
- Running away / stealing / lying.
- Fear of parents being contacted.
- Persistent tiredness

NOTE: It is important that all the above signs are not taken as indicating that abuse has definitely taken place, but that the possibility should be considered far more than in the past. Such signs should make us stop and think - not jump to conclusions inappropriately.

3. Recognition of Child Protection Issues in Specific Circumstances

If you are worried about any of the below, talk to the Child Protection Officer.

- **Child pornography and the Internet** – if a member of staff or a carer is discovered to have placed child pornography on the Internet or accessed child pornography, the police must be informed.
- **Racial and religious harassment** – experience of family racism is likely to affect how a child behaves.
- **Parent prostitution** – the involvement of family members in prostitution does not necessarily mean the children will suffer significant harm.
- **Disabled/SEN children** – a disabled or SEN child is as vulnerable to physical, emotional or sexual abuse or neglect as any other child, though the level of risk may be higher.
- **Parents who misuse drugs or alcohol** – misuse of drugs and/or alcohol is strongly associated with significant harm to a child, especially when combined with other problems, such as domestic violence.
- **Domestic Violence (refer to Wandsworth LEA publication Nov 2006)**
The definition for Domestic Violence is – ‘Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been, intimate partners or family members, regardless of gender or sexuality.’

Children are affected by domestic violence in a variety of ways that may impair their ability to concentrate on work and how they interact socially. They are often traumatised by what they see, preoccupied with worry about their mother when

they are not with her, may intervene to stop an assault and get hurt, copy the behaviour, develop stress-related illnesses, lose confidence, become afraid and angry or blame themselves for the incidents. In addition, children will often feel torn, unsure whether to do or say anything or struggle with the secrecy of what is happening within their family.

- **Severe parental mental illness** – in some cases this will seriously affect the safety, health and development of the child.
- **Foreign exchange visits** - children staying with a family selected by the school in the host country are vulnerable.

4. How can individual Finton House School Staff prepare themselves for dealing with Child Abuse?

- Staff are encouraged to take the issue of abuse seriously.
- Staff should be reminded that teachers are in a unique position to talk to the child, to help and to provide a safe haven.
- Staff should consider the possibility of abuse within the school.
- Staff should know that they will be helped to deal with their own feelings.
- Staff should be reminded not to try to handle issues on their own. They should report them to the Deputy Head, the DMS.

5. Advice on how to react when a Child wants to talk about Abuse

If a child chooses to confide in you it is important that you reassure them and that you take seriously what she/he is saying, even if you are finding it difficult to believe.

General Points:

- Accept what the child says.
- Don't probe but allow the child to tell you in their own words.
- Keep calm.
- Look the child in the eye.
- Be supportive.
- Never promise to keep something a secret. Tell the child sensitively that you will have to disclose the information to people who can help. Use phrases like "some secrets are too big to keep" or "we'll have to get help to stop this happening again" or "Good secrets I can keep but bad secrets I have to pass on".
- Whatever has happened, the child is not to blame for the abuse.
- Be aware that the child may have been threatened.
- Never push for information.
- Do not ask specific questions but in the nature of sexual assault ask 'When did it happen?' (This is because forensic evidence can be collected within 7 days.)

Helpful things to say:

- Tell me what has happened.

- I believe you.
- I'm glad you've told me.
- It's not your fault.
- I'll help you.
- Is there anyone else you'd like to talk to about this?

Avoid saying:

- Why didn't you tell anyone before?
- Did they do X to you?
- I can't believe it.
- Are you sure this is true?
- Why? How? When? Who? Where?
- Things like: "I'm shocked; don't tell anyone else."

At the conclusion of the talk:

- Reassure the child again that she/he was right to tell you and that you believe the story.
- Let the child know what you are going to do next and that you will let him/her know what happens.
- It is not your job to decide whether or not abuse has occurred, but you will need to ensure that you pass the information on to the Deputy Head, the Child Protection Officer.

Be Sure to Keep a Record

Make notes as soon as possible, writing down exactly what the child said and when she/he said it. Record dates and times of meetings and when they were recorded. Keep all hand-written notes, even if subsequently typed. All notes and typed text must be signed and dated, as well as counter signed and dated by the DMS.

6. School Procedure for Suspected Child Abuse

- a) Have a discussion with the child. The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. However, for the sake of the child, each case will be treated with discretion and only the relevant people informed of what has taken place. Where abuse is alleged, the initial response should be limited to listening carefully to what the child says so as to clarify the concerns and to offer re-assurance about how she/he will be kept safe.
- b) The member of staff should brief the Designated Member of Staff (Deputy Head). Any referral should be objective and based on evidence. The member of staff may prefer to talk to the DMS before having a discussion with a child, but this

may not always be possible e.g. if a child reveals to a member of staff that they are being abused.

- c) If the DMS feels there is substance in the suspicions, they will discuss the matter with the Head immediately. The member of staff will also be asked to complete a Child Protection Record form as shown in the publication, 'Safeguarding Children – Policy & Guidance for Designated Persons of Early Years Settings' (Wandsworth 2007).
- d) The Head uses his discretion, with the help of the DMS to decide whether to do one or more of the following:
 - In cases of uncertainty, it may be necessary to ask the Class Teacher or another appropriate member of staff, to chat informally with the child to establish whether there are grounds for further investigation (in the rare instances where this has not already been done). For younger children a puppet or soft toy is a good prop in getting the children to open up e.g. they tell the puppet their concerns. The DMS may conduct this interview.
 - If the child is suffering from a serious injury, medical attention must be sought immediately from A & E, and Wandsworth Children's Specialist Services, and the duty consultant paediatrician at the hospital must be informed. Except in cases where emergency treatment is needed, Children's Specialist Services and the police should initiate any medical examinations required as part of a child protection enquiry. If we decide not to obtain parental permission before making a referral, the decision is recorded in the child's file with reasons, dated and signed, and confirmed in the referral to Children's Specialist Services.
 - Our prime concern at all stages will be the interest and safety of the child. Where necessary the appropriate action will be taken to ensure the safety of the child. The law empowers anyone who has actual care of a child to do all that is reasonable in the circumstances to safeguard that child's welfare. For example, a teacher should take all reasonable steps to offer a child immediate protection from an aggressive parent.
 - Advice may be sought on how to proceed from Wandsworth Children's Specialist Services Advisers at Welbeck House, 43-51 Wandsworth High Street, London SW18 2PS. (Tel: 020 8871 6622) before proceeding further. The Principal Educational Welfare Officer (Safeguarding Leader of Schools) is Stella Macaulay (Tel: 020 8871 7961). Advice can also be sought from NSPCC.
 - Where practicable and appropriate, concerns will be discussed with the child's parents. (However, where this is a risk to the life of a child or a likelihood of serious immediate harm the parents will not be informed.) Parents will be asked for explanations of a suspicious injury, behaviour of child or child's allegation. These conversations will be open and honest, and the parents will be provided

with reasons for concerns and required to give explanations for these concerns. If required, agreement will be sought for a referral to Wandsworth Specialist Services unless this may put the child at further risk. Formal referrals from named professionals cannot be treated as anonymous, so the parent will ultimately become aware of the identity of the referrer. The meeting will always include both the Head and DMS. The Inter-agency Referral form will be completed with the parent/carer and signed by them. This will then be faxed to the Duty Team, Referral and Assessment Service (020 8871 6333). This will all be completed within a 24 hour timeframe.

- The DMS will discuss concerns with Duty Team, Referral and Assessment Service at Wandsworth Children's Specialist Services and completes an Inter-agency Referral form (available from Referral and Assessment Service). They can be telephoned on Tel: 020 8871 6622 during office hours (9am-5pm) and out of hours (after 5pm weekdays or on weekends) the Duty Team/Social Worker can be contacted on 020 8871 6000. If parents have not been informed or have withheld their permission the Duty Officer will be informed that we are proceeding without parental agreement. The parent should also be contacted where appropriate and advised that after considering their wishes a referral has still been made.

- Inform the Bursar, for legal reasons.

Please note that not all children present at the school fall under the Wandsworth Children's Specialist Services. There are a few children notably SEN children who come from other London Boroughs e.g. Hammersmith & Fulham, Lambeth and Richmond. Thus if an incident involved these children the relevant Children Specialist Services would be contacted. Deputy Head has a list of contacts.

Records

Any concerns/discussion with the child, whether further investigated or not are always typed up, clearly timed (hand-written notes are also kept), dated and signed by the members of staff involved and given to the DMS and securely filed away. Also a record is kept of any discussions with parents, information provided to Children's Specialist Services and decisions taken.

7. Referrals to Wandsworth Children's Specialist Services

Where possible the following information will be provided with the referral and is concise, objective, and factual and avoids judgements and interpretations.

- Full name, date of birth and gender of child.
- Family address and GP details.
- Names and date of birth of all household members.
- Ethnicity and religion of children/parents.
- Any special needs child/ren.

- Any significant/important recent or historical events/ incidents in child or family's life.
- Cause of concern including details of any allegations or injuries, their sources, timing and location.
- What was observed/heard? When and where?
- Exactly what caused the concern and why?
- What did the child say, in their words, or do (if anything?)
- What did the parents, say, in their words (if anything?)
- How did you reply/respond?
- Describe events/actions/discussions as they happened.
- Child's current location and emotional and physical condition.
- Referrer's relationship and knowledge of child and parent/carers.
- Known current or previous involvement of other agencies/professionals.
- Information regarding parental knowledge of, and agreement to, the referral.

All verbal and telephone referrals will be confirmed in writing within 48 hours, using an interagency referral form. Wandsworth Children's Specialist Services should acknowledge referrals within one working day of receipt. If this does not occur within 3 working days, the referrer (Child Protection Officer) will contact the Duty Manager.

8. Allegations Against Staff, Peripatetic Staff or Volunteers

(Read in conjunction with the 'Whistleblowing' policy.)

All staff, parent readers, volunteers, Governors and peripatetic teachers at Finton House School have an Enhanced CRB check. Any supply teacher or peripatetic teacher covering a club for their colleague has to bring in a copy of their Enhanced CRB form. PGCE students are checked by their university/college and a letter is supplied to the school. Work Experience visitors are not checked. However, they are never left with a child or children on a one-to-one basis. (For more details please refer to Recruitment and Selection Policy.) Teachers and other members of school staff who have day to day contact with children in a variety of situations are vulnerable to accusations of abuse. Staff are made aware of the fact that they do have to be very careful, for example they are advised that if they are working with a child one to one, and there is no glass window into the room they should leave the door open. Also to wear appropriate clothing, not to convey a pupil in their car, to engage in inappropriate electronic communication with a pupil or to use their mobile telephone to take photos of pupils. Their relationships with pupils may in rare instances lead to allegations against them being made by pupils or parents/carers. Those allegations may be false, malicious or misplaced and may be either deliberate or innocent of such intent. However, all allegations or suspicions against staff, whether permanent, temporary or volunteers are taken seriously and considered as requiring a child protection response/enquiry.

If a member of staff is informed of an allegation of abuse against another member of staff, they should report the matter immediately to the Head or Deputy Head (CPO). If the Head is the person against whom the allegation is made the Chairman of Governors

or Child Protection Governor will be informed by the DMS (Deputy Head). For details with regard to procedures for raising a concern and on how the school will support and respond please refer to the 'Whistleblowing' policy. In all cases the allegation would be passed on immediately to the nominated Child Protection Governor and reported to Wandsworth Children's Specialist Services, the police and, IAPS, whether or not there is sufficient substance in the allegation to warrant an investigation. The decision whether or not to investigate further lies with child protection agencies. If a staff member is faced with an allegation against them, they should have no contact with children or their records until the matter has been dealt with. They may benefit from the independent advice of a solicitor or their union. Procedures are followed as outlined in (DSCF) 'Safeguarding Children and Safer Recruitment in Education' 1st Jan 2007 (Chapter 5) & 'London Child Protection Procedures' 4th edition 2010 (Chapter 15) and 'Safeguarding Children – Policy & guidance for Designated Persons of Early Years Settings.' (2010 edition)

Independent Safeguarding Authority (ISA) has now been suspended due to political changes but it can still be referred to (ISA – PO Box 181, Darlington DL1 9FA Tel 0300 123 1111).

9. Safer Recruitment and Selection of Staff

We have an explicitly written Recruitment Policy that reflects both national and local guidance and Safer Recruitment. Both the Head and the Deputy Head, who carry out interviews, have been on Safer Recruitment Training in May 2008 and the Chairman of Governors in June 2009. School Administrator attended training May 2011. Please refer to policy for details.

10. Children Missing from School

To be read in conjunctions with Sections 4 & 5 of the 'London Child Protection Procedures' & 'London Good Practice Guidance for Safeguarding Children Missing from School'

We recognise that we have a legal duty to report to Wandsworth Local Authority any child who has had ten days of unauthorised absence (other than for reasons of sickness or leave of absence), failure to attend regularly and deletion from the school register when the next school is not known.

These are children:

- Who are not present for registration and no message has been received by the school office or class teacher.
- Who suddenly leave the school with either a few days notice or no notice at all.
- Who have poor attendance and have interrupted school attendance.
- With authorised absences e.g. holidays during term time.

Parents are aware of procedures with regard to informing the school of any absences.

School Procedure

- For children who do not arrive at the start of the school day the School Secretary contacts parents within the first hour of the start of the school day to enquire why their child is not in school. If they are at all suspicious of the reason given or they cannot contact the parents they inform the DMS, who will investigate further and if necessary follow the procedures outlined under section 6 of this policy.
- For those children who suddenly leave the school the DMS will be informed and the Head will contact the parents. If required, procedures outlined under section 6 of this policy will be followed.
- For those children who have a poor attendance record the DMS will be informed and a report compiled of the number of absences and when. These will be discussed by the Head and a meeting arranged with parents to discuss. If there is further concern following these measures, Child Protection procedures will be followed under section 6.
- All extended leaves of absences must be authorised by the Head. Parents are required to write to the Head if they require permission to go on holiday or take a lengthy period of absence during the school term. If permission is not obtained the Head will have a meeting with the parent(s) on their return. If this is a continuous occurrence the school will contact the Wandsworth Educational Welfare Officer for advice.

11. What is done already at Finton House

At Finton House there exists a safe and trusting environment in which all the children should feel free to discuss any concerns or worries. Emphasis is placed on the willingness of staff to listen to the children. The children are encouraged to trust members of staff and to talk to them.

Assemblies and PSHCE lessons are used to develop understanding as to what is and what is not appropriate behaviour, how to speak up regarding their concerns, developing non-abusive behaviour between pupils and strategies of self-protection. Assemblies regularly include topics covering general advice like not talking to strangers, being honest with staff, not bottling things up and bullying. There are also visiting speakers such as from NSPCC. PSHCE lessons focus on the right to self-protection and aim to equip the children with the skills they need to help them stay safe e.g. in Year 1 they learn how to deal with strangers and in Year 3 there is a discussion about how our bodies are very special and what to do if someone is hurting or touching them in a way they do not like. There are also regular class circle time activities and drama lessons to explore issues such as personal safety and keeping safe. (See PSHCE scheme of work and policy for more details.)

12. Use of Physical Intervention

The use of any physical intervention on a child will be rare and usually only necessary when a child is a danger to themselves or others. For details please refer to the Physical Intervention policy. As per section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for all pupils.

13. Finton House ICT Safety

Finton House has both an Acceptable Use Policy (AUP) and an ICT Code of Conduct, which is signed by all parents, staff and Key Stage 2 children. Below should be read in conjunction with both the above documents. The School's Acceptable Use Policy (AUP) refers to creating "a safe ICT environment" with all aspects of modern technology used throughout the school. The reason for this policy is to ensure that children and staff are educated about "the benefits, risks and responsibilities of using Information Technology."

The school's computer network system is maintained by Elmbrook Computer Services and they have put in place security systems and placed virus protection software on the system. Elmbrook regularly checks user files, temporary Internet files and history files. The uploading and downloading of non-approved application software is denied. Unapproved software and executable files are not allowed to be stored in the pupil or staff storage areas.

The school's Internet access incorporates a software filtering system to block chat rooms, newsgroups, and inappropriate websites. Children in the Upper School will be made fully aware of the risks to which they may be exposed while on the Internet. E-safety workshops form part of the ICT curriculum, highlighting safety on the Internet. If children come across inappropriate material they will know that they should switch off the monitor, not the computer, and report the incident to the nearest teacher who will deal with it according to the school AUP.

The children have pupil school email accounts; however access in school to external, web-based, personal e-mail accounts is filtered for security reasons. Children immediately report any offensive e-mails that they receive to the ICT teacher or to their class teacher. It is forbidden to distribute chain letters or to forward a message without the prior permission of the sender. Children may not reveal their own or other people's personal details, such as addresses or telephone numbers or arrange to meet someone outside school via the school network. If children wish to send an attachment, they must notify the recipient of this in the body of the email.

Teachers are aware that Internet traffic can be monitored and traced to an individual user. For procedures that will be followed should there be any allegations against a member of staff using the internet, emails etc. please see Section 8 of this policy. They are also advised that mobile phones or home laptops should not contain photographs of pupils.

The School's Website is managed by an editorial team. It has full editorial responsibility and ensures that the content on the site is accurate and appropriate. The website will

comply with the Education Authority's guidelines (Wandsworth e-safety policy - last modified 11th June 2009). The copyright of all material produced by the school for display on the school's web pages belongs to the school. Permission to reproduce any other material will be sought and obtained, from the copyright owner. The contact details for the school will include only the school's postal address, e-mail address and telephone number. No information about teachers' home addresses or the like is published. The school does not publish any material produced by children without the agreed permission of their parents. In addition, photographs of children are not published without a parent or carer's written permission. A student's name is not used in association with photographs. Website photographs that include children are carefully selected and of a type that does not facilitate their identification, e.g. groups. On entering school, a letter is sent with the School Contract to new parents asking them to give permission for their child's photo to be used a part of display material around the school, in publicity, on the school website or in the newsletter. Parents have to read and sign specifically this letter.

On entering school as part of the school contract the parents give permission for their child's photo to be used as part of display material around the school or in the newsletter.

14. Responsibility of Designated Member of Staff

The designated member of staff is responsible for:

- Arranging training for all staff and peripatetic teachers every three years from the Wandsworth Child Protection Adviser Service. Last training took place in April 2008/January 2010/Sept 2011. Any new member of staff as part of their induction receives training from the Deputy Head (CPO).
- The undertakes regular training last course attend was in June 2011 'Safeguarding Children in Early years – Designated Safeguarding Advisor'. Refresher training is undertaken at 2 yearly intervals to keep knowledge and skills up to date. So they know how to identify signs of abuse and when and how to make a referral.
- To attend meetings of the local (Wandsworth) Safeguarding Board Sub Group, which was established to enable representatives from schools to discuss child protection and safeguarding matters with colleagues.
- Keeping all staff updated with current procedures, ensuring that new and temporary staff are familiar with child protection responsibilities. (Staff includes admin, part-time, peripatetic, caretakers and kitchen staff etc.)
- Provision of advice and support to staff.
- Liaising with Head to inform him of any issues.
- Meeting termly with the Child Protection Governor. Current Governor is Ed Rees, Deputy Head of Dulwich College and he has received two day Child Protection training Jan 2011. At this meeting individual cases are discussed and

the policy is reviewed. A report is given to the Board on the efficiency with which CP duties have been discharged.

- Referring any concerns as soon as they arise to the Head and where appropriate to the Children's Specialist Services.
- Monitoring school attendance and keeping the Head informed. Where necessary a meeting with the parents may be held to discuss the matter.
- Ensuring that all-relevant information about a child is disseminated to appropriate staff within the school, bearing in mind confidentiality restrictions.
- Ensuring that complete records are sent to receiving schools of any concerns or past referrals.
- Maintaining accurate and secure child protection records in a locked cabinet.
- Undertaking an annual review of the school's policy and procedures relating to safeguarding children and updating policy when new legislation/procedures come into place.

1st written autumn 1996

Updated autumn 1998

Updated September 2001

Updated June 2003

Updated July 2004 in light of the publication London Child Protection Procedures

Updated October 2004 in light of the DSCF publication 'Safeguarding Children in Education'

Updated after April 2005 Staff INSET from Wandsworth LEA

Updated Nov 2005 following Does guidance 'Safeguarding Children in Education'

Updated May 2007 following DfES document 'Safeguarding Children and Safer Recruitment in Education'

Updated Feb 2008 following the publication of 'London Child Protection Procedures' 3rd edition, 2007 and Wandsworth Early Years – 'Safeguarding Children Policy & Guidance for Designated Persons of Early Years Settings.' (Feb 2007)

Revised after LA Audit March 2009 & May 2009

*Updated in light of Wandsworth Safeguarding Children Board e Safety policy and strategy documents
Sept 2009*

Updated March 2010 in light of 'Working together to Safeguard Children'.

Updated June 2011