



Old Vicarage School

Child Protection and Safeguarding Policy

Keeping Children Safe in Education

This policy applies to the whole school including EYFS and is available to the public on the school's website.

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Contact details for all those responsible for child protection and safeguarding in the School and the local community, as well as national helplines, are listed on the last page of this policy document.

Introduction

At Old Vicarage School, we want every pupil to feel safe and protected from neglect and abuse and to know there is someone they can turn to if they are being neglected or abused. All staff (whether employed, contracted, peripatetic, volunteer or student) have an inescapable duty to protect our children from harm and this duty applies to **everyone** working in this school.

All members of staff have a responsibility to:

- Be alert to signs of abuse and neglect by knowing and recognising them.
- Question behaviours if something seems unusual and ask for help.
- Take action to protect a pupil who is suffering significant harm, or is likely to do so.
- Recognise vulnerable pupils and take action to promote their welfare, even if they are not suffering harm or are at immediate risk of harm.
- Provide a safe environment in which pupils can learn.
- Always act in the interest of the child when concerned about their welfare.

Old Vicarage School will safeguard and promote the welfare of children having regard to the DfE guidance: Keeping Children Safe in Education (September 2019) (KCSIE); Disqualification under the Childcare Act 2006 (2018); What to do if you're worried a child is being abused: advice for practitioners (March 2015); Working Together to Safeguard Children (July 2018) (WT); Information sharing: advice for practitioners providing safeguarding services (2018); Prevent Duty Guidance: for England and Wales (2015) (Prevent); The Prevent duty: Departmental advice for schools and childminders (June 2015), and; The use of social media for on-line radicalisation (July 2015).

The purpose of this policy is to:

- Identify the members of the School's Child Protection team and explain their roles.
- Set out the School's expectations in respect of training.
- Identify the different categories of abuse and neglect and provide guidance for recognising the indicators of possible abuse.
- Explain the School's role in identifying and preventing specific safeguarding issues, including radicalisation & extremism (Prevent).
- Describe the procedures that should be followed if anyone in the school has a concern about the safety and welfare of a pupil.
- Identify the particular vulnerabilities of those children with SEN and/or disabilities.
- Highlight the importance of "Early help".
- Outline the School's safer recruitment procedures for staff and volunteers.
- Explain how allegations against staff will be handled.
- Detail the School's whistleblowing procedures in relation to safeguarding.
- Set out expectations regarding record keeping.
- Explain how children will be kept safe through the everyday life of the school.
- Detail the staff code of conduct in relation to safeguarding.
- Outline how the implementation of this policy will be monitored and managed by the School Governing Body.
- Provide a list of key contact details.

This policy should be read in conjunction with the following school policies: Anti-Bullying, Behaviour, e-Safety, Health & Safety, Missing Child Policy & Procedures and Recruitment.

All new staff are required to read this policy carefully and acknowledge that they have done so.

1. The School's Child Protection Team

- 1.1 The School has appointed, and trained, a number of Designated Persons (DP) who have responsibility for Child Protection and Safeguarding matters.
- 1.2 The Designated Safeguarding Lead (DSL) is member of the senior management team and has ultimate lead responsibility for child protection matters in the School. The DSL is the first point of contact for external agencies that are pursuing Child Protection (CP) investigations and co-ordinates the School's CP representation at conferences and meetings.
- 1.3 When concerns/incidents are reported, the DSL will decide whether a referral to the Local Authority (LA) Children's Social Care; Early Help (see Point 8) or other support service is appropriate, in accordance with the referral thresholds set by the School's statutory safeguarding partners, Kingston and Richmond Safeguarding Children Partnership (KRSCP). All referrals are made through Richmond SPA (Single Point of Access), a multi-agency team of professionals who work together to assess, decide and coordinate how best to support children, young people and their families.
- 1.4 The DSL is supported by a Deputy Designated Safeguarding Lead (DDSL). Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility should not be delegated. The DSL or the DDSL should always be available to discuss safeguarding concerns.
- 1.5 The role of the DSL is specified in the post holder's job description and reflects the responsibilities as set out in KCSIE, including responsibility for online safety.
- 1.6 All adults working in the School (including visiting staff, volunteers and students on placement) are required to report all instances of actual or suspected child abuse or neglect to the DSL or DDSL noted below by following the procedures set out in this policy. If any member of staff has ongoing concerns of harm to a child, they can report these concerns directly to Richmond SPA without going through the DSL or DDSL.
- 1.7 The School's Designated Persons (DP) for all year groups including Reception (EYFS) are:
 - Designated Safeguarding Lead (DSL): **Gill Linthwaite, Head**
 - Deputy Designated Safeguarding Lead (DDSL): **Daniel Robinson, Deputy Head**
 - Deputy Designated Safeguarding Lead (DDSL) with specific responsibility for the Pre-School: **Lizzy Grayson, Head of Little Vic Pre- School**
 - Chair of the Board of Governors: **Greg Caplan**
 - Governor responsible for Child Protection & Safeguarding: **Claire Nightingale**

Parents are welcome to approach any of the above if they have concerns about the welfare of any child in the School, whether these concerns relate to their own child or any other.

- 1.8 When dealing with disclosures, concerns, suspicions and allegations, the DPs will follow the procedures set out by the KRSCP.
Details of these procedures may be found at: www.kingstonandrichmondKRSCP.org.uk/

2. Training

- 2.1 As part of their induction process, all new staff are provided with:
 - The identity and function of the DSL and DDSLs.
 - This Child Protection & Safeguarding policy (which includes the Staff Code of Conduct and Whistleblowing Procedures).
 - The School's policies on: Behaviour, discipline and sanctions; Missing Child Policy and Procedures and e-Safety.

The appropriate safeguarding response to children who are missing from education is also explained to staff.

- 2.2 All new and existing staff are required to read Part 1 of KCSIE 2019 (and Annex A by school leaders and those who work directly with children). The School will provide guidance and support to assist staff to understand and discharge their role and responsibilities.
- 2.3 The Head and all staff members will undertake appropriate child protection and safeguarding training. This training will be in accordance with KRSCP guidance and will be refreshed and updated at least annually to keep up with developments (through email, e-bulletins briefings, quizzes, staff training etc),
- 2.4 The DSL and DDSLs have undertaken Level 3 child protection training, including inter-agency working. They will attend refresher training at two yearly intervals and, in addition, keep up-to-date with safeguarding developments at least annually.
- 2.5 The DSL is required to undertake specific 'Prevent' awareness training and refer cases to the Channel programme where there is a radicalisation concern. The DSL will provide advice to staff, giving them the knowledge and confidence to identify children at risk of being drawn into terrorism, challenge extremist ideas and to know how to refer children for further help.
- 2.6 The Chair of Governors and the Safeguarding Governor will undertake appropriate safeguarding training to ensure they have sufficient knowledge and information to understand their responsibilities and carry out their functions.
- 2.7 All members of staff are aware that corporal punishment is never used nor is its use ever threatened.

3. Abuse and Neglect

- 3.1 Abuse is a form of maltreatment of a child (anyone under 18 years of age). Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by those known to them or by a stranger. They may be abused by an adult or adults, by a member of staff or a group of staff, another child or children or by a pupil or pupils. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

A teacher who has consistent regular contact with a child has more opportunity to observe signs of abuse than anyone else and, in many cases, may be the first to see the child after the abuse has occurred. Staff should maintain an attitude of 'it could happen here' where safeguarding is concerned.

3.2 Physical Abuse

Physical abuse is the causing of physical harm. It can lead directly to neurological damage, physical injury and disability. Some physical abuse is reactive, and some may be pre-meditated with the intent to cause harm. Types of abuse include hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, but may also arise from a parent or carer fabricating the symptoms of, or deliberately inducing, illness in a child.

Signs of physical abuse include bruises, abrasions, burns, scalds, bite marks, fractures and scars.

Indicators of concern include:

- Explanations provided for an injury, which may not be consistent with the injury.
- Parents/carers undisturbed or uninterested by an accident or injury.

- Unexplained delay in seeking treatment for an injury.
- Repeated presentation for minor injuries, which may represent a cry for help.
- Reluctance to give information or mention previous injuries.
- Children who flinch at sudden movements.

3.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It has an important impact on a developing child's mental health, behaviour and self-esteem.

Types of emotional abuse include:

- Conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person.
- Not allowing a child to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Persistently criticising, teasing or humiliating a child.
- Imposing developmentally inappropriate expectations such as interactions beyond a child's developmental capabilities, overprotection, limiting exploration or preventing normal social interaction.
- Causing a child to feel frightened or in danger.
- Exploitation or corruption of children.
- Allowing a child to see or hear the ill-treatment of another.
- Bullying or cyberbullying.

Indicators of emotional abuse may be difficult to recognise as they are mainly behavioural. From the parent/child relationship perspective, they include:

- Abnormal attachment between the child and their parent.
- Parents who frequently complain about their child, who never praise or give attention, or who are emotionally distant from their child.

From the pupil perspective, they include:

- Failure to thrive.
- Behavioural problems such as aggression or attention-seeking.
- Low self-esteem, lack of confidence and fearfulness, distress or anxiety.
- Poor relationships such as withdrawn or isolated behaviour.
- Delay in achieving developmental milestones.

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

3.4 Sexual Abuse

Sexual abuse is forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (e.g. rape/oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching through clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways.
- Grooming a child in preparation for abuse (including via the internet).

The Sexual abuse of children or young people is not solely perpetrated by adult males; women can commit acts of sexual abuse, as can other children. Child sex abusers come from any professional, racial or religious background. Children under 16 years of age cannot provide lawful consent to any sexual intercourse.

Recognition of sexual abuse is difficult unless the child chooses to disclose, and is believed. Signs are likely to be behavioural and emotional and may be:

- Sexually explicit conversation or behaviour inappropriate the child's age.
- Self-harm including eating disorders and self-mutilation.
- Suicide attempts.
- Running away.
- Poor peer relationships including unwillingness to be involved or communicate.
- Sudden changes in behaviours or extreme mood swings.
- Withdrawal and/or depression.
- Inappropriately sexualised conduct.

3.5 Neglect

Neglect is the persistent failure to meet basic physical, emotional and/or psychological needs, and is likely to result in the serious impairment of the child's health or development and long-term difficulties with social functioning, relationships and educational progress.

Types of neglect include a failure to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger or ensure adequate supervision.
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

Signs of general neglect include a child who:

- Is unkempt or inadequately clothed.
- Is listless, apathetic or unresponsive.
- Frequently and/or inexplicably returns to school hungry.
- Has frequent accidents or injuries.
- Thrives away from the home environment but not in it.
- Fails to attend school regularly without good reason.

4. **Specific Safeguarding Issues**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as of drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Staff should be mindful that safeguarding incidents and/or behaviours can be associated with factors outside the School. This is known as contextual safeguarding, which simply means that assessments of children should consider whether wider environmental factors present in a child's life that are a threat to their safety and/or welfare.

Additional information about specific forms of abuse and safeguarding issues relevant to our school is noted below. The DPs will attend relevant training so they can ensure that staff understand the indicators and complexities of these issues.

4.1 Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and is most likely to include bullying (including cyber bullying) but, in our school, may also include physical abuse, rituals, lifting up skirts, sexting, upskirting, calling someone sexualised names or inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil. We do not tolerate any harmful behaviour in school or pass it off as 'just having a laugh', 'part of growing up' or 'banter'. Abuse is abuse and we will take swift action to intervene where this occurs.

We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is. Pupils are taught about the responsible and safe use of the internet, social media and mobile devices in ICT and PSHE lessons, and that it is a criminal offence to send an electronic communication (words and/or images) to another person with the specific intent to cause distress or anxiety. Pupils are taught, at all stages, of the School about acceptable behaviour and how to keep themselves safe. We encourage them to tell a trusted adult if someone is behaving a way that makes them feel uncomfortable.

We understand that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Inappropriate child behaviour will be addressed as a Child Protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. The School will take appropriate action to ensure the safety and welfare of all pupils involved, including the victim and perpetrator.

If staff become aware of a child-on-child incident or any pupil behaviour that gives rise to a safeguarding concern, it should be reported to a DP in accordance with the procedures set out in this policy.

4.2 Children missing from education (CME)

All children, regardless of their circumstances, are entitled to a full-time education. A child going missing, particularly repeatedly, can be a potential indicator of abuse or neglect. Early intervention is necessary to identify any underlying safeguarding risk and to help prevent further absences. School staff should follow 'Children missing from school' guidance (point 14.2) when children are unexpectedly absent.

The School must inform the Local Authority (LA) Children's Services of any pupil who is going to be added to, or removed from the admission register at a non-standard transition point. This duty does not apply at the start of the first year, or at the end of the final year, of education normally provided by that school unless the LA requests such information.

4.3 Child Sexual Exploitation (CSE)

This is a form of sexual abuse and involves rewarding a child or young person (under the age of 18) for engaging in sexual activities. This can range from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops.

Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. It does involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers, sexual bullying and grooming.

Recognising Sexual Exploitation can be difficult; however, signs may include:

- Pupils appearing with unexplained gifts or new possessions
- Pupils who suffer from changes in emotional wellbeing.

Further information can be found at:

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

4.4 Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Parents or carers may underestimate the effects of the abuse on their children because they don't see what's happening. Children who witness domestic abuse may become aggressive, display anti-social behaviour, suffer from depression or anxiety and not do as well at school.

Advice on identifying children who are affected and how they can be helped is available at:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/>

4.5 So-Called Honour based violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Whilst it may be considered unlikely that a pupil from a culture practising HBV should choose a liberal western educational school such as Old Vicarage, staff should keep an open mind about this form of abuse and be vigilant in identifying concerns and ensuring these are passed to the DSL without delay.

Female Genital Mutilation (FGM)

Staff should be alert to the possibility of a girl being at risk of, or already having suffered, FGM (sometimes referred to as female circumcision). FGM may be carried out shortly after birth, during childhood or adolescence or later.

Victims are likely to come from a community known to practise FGM. Potential indicators that a pupil may be at risk include a pupil mentioning she is going to be or has been, subject to 'a special procedure' connected with 'becoming a woman' or a parent asking for an extended period of time away from school with an unconvincing explanation for the absence. FGM may already have happened if a girl has difficulty walking, sitting or standing or spends longer than usual away from a classroom with bladder or menstrual problems.

Staff should report any concerns immediately to the DSL. If a teacher discovers that FGM appears to have been carried out on a child, they **must** personally report this to the police.

Further information can be found at:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Some communities use religion and culture as a way to coerce a person into marriage.

Further information can be found at: <https://www.gov.uk/guidance/forced-marriage>

4.5 Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods and settings including social media and the internet.

Protecting children from this risk is part of our safeguarding approach. The School works within the curriculum to promote tolerance and respect for diverse views while challenging prejudice of any kind.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement and act proportionately, which may include the DSL making a referral to the Channel Programme, which provides support to people identified as being vulnerable to being drawn into terrorism.

The school will have regard to the school's recruitment policy when engaging visiting speakers and will ensure that they are both suitable and appropriately supervised for the duration of their visit.

The Prevent Duty

The School is subject to the 'Prevent' duty, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Further information can be found at: <https://educateagainsthate.com/> and www.gov.uk/government/publications/prevent-duty-guidance

4.6 Children left at home alone

This is a fairly common occurrence, but is potentially dangerous for children both physically and emotionally. If a member of staff has concerns, they should inform the Head. The Head may decide to contact the parents to express serious concern about the incident, highlighting the risks to the child.

The School will seek reassurance from the parents that the situation will not be repeated. If such reassurance is refused and the child continues to be left at home alone, the DSL should contact the KRSCP.

4.7 Private Fostering

If the School becomes aware that one of its pupils is being cared, for 28 days or more, by someone who is not their parent or a close relative, it will refer the arrangement to the LA Children's Services. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

5. Responding to concerns about the safety and welfare of a child

5.1 We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, schoolwork or other children.

5.2 All staff will be given training in how to make a report. This will include the importance of not promising confidentiality at the initial stage and the need to listen carefully to the child whilst not being judgmental.

- 5.3 Concerns about a child may arise from:
- Observation of the child's behaviour or appearance.
 - Things the child has said.
 - A third party (another pupil, parent or guardian) expresses concern.
 - Receipt of an anonymous allegation.
- 5.4 An abused child may choose to confide in any adult at their school in whom they have a particular trust. If this happens:
- Staff must listen without showing signs of disbelief, disquiet or shock; what the child has to say should be taken seriously. Remain calm and reassuring.
 - Staff must not offer confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen next together with a commitment of support.
 - All information received should only be disclosed to those who need to know in the course of further action.
 - Parents must be involved at the soonest opportunity; this will vary according to circumstances and the decision will be taken by the DSL.
 - Where there is a conflict of interest between the needs of the child and the parent, the interests of the child must be paramount.
 - Appropriate action must be taken to secure the immediate safety of any child felt to be at serious risk.
 - Written records are to be kept of all concerns. These records are to be kept securely and separate from the main pupil files.
 - Dates, times and content of all interviews and actions in relation to the suspected abuse, should be recorded and signed by the observer and/or enforcer. Records must be accurate, factual, legible and contemporaneous; they may be used in court at a later date.
- 5.5 In all cases of suspected abuse referrals should be made to ~~the LSCB~~ Richmond Single Point of Access (SPA) within 24 hours. **Contact details can be found on the last page of this policy.** Prior to submitting a written referral, the DSL should consider having a confidential verbal consultation with the SPA to ensure that a referral is appropriate.
- 5.6 The child's parent/carer will normally be contacted to obtain their consent before a written referral is made. However, if the DSL has reason to believe that this action might compromise the safety of the child or a staff member nothing will be said ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.
- 5.7 Concerns must not be discussed with parent or carers before referral in the following circumstances where:
- Discussion would put a child at risk of significant harm;
 - Discussion would impede a police investigation or social work enquiry;
 - Sexual abuse is suspected
 - Female genital mutilation (FGM) is suspected to have been carried out or planned;
 - Organised or multiple abuse is suspected;
 - Factitious illness or induced illness is suspected;
 - To contact parents/carers would place you or others at risk.
 - It is not possible to contact parents or carers without causing undue delay in making the referral.

5.8 Particular vigilance should be exercised in respect of:

- A pupil who discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family violence. This must be referred to the DSL as a safeguarding issue.
- A pupil who is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example. Urgent police intervention must be requested.
- A child who has an unexplained or suspicious injury that requires urgent medical attention. The referral process to Richmond SPA should not delay the administration of first aid or emergency treatment.
- A child who is severely distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance. This must be reported immediately to Richmond SPA.
- A 'Looked after child' or one who is the subject of a Child Protection Plan. The Head must immediately report any incidents or concerns to the child's allocated Social Worker, and confirm in writing copied to Richmond SPA.

6. Required Safeguarding Actions by Staff

6.1 If staff have any concerns about a child they should follow the actions outlined below. Staff should not assume that someone else will act and share information that might be critical in keeping children safe. Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

6.2 All concerns should be recorded in writing/email and include the date, time and place, any observations and details of what was said/done, by whom, and in whose presence.

6.1 A member of staff suspects abuse, or a child tells of abuse

When there is suspicion of abuse, the member of staff must make a casual enquiry, without asking leading questions, about how an obvious injury was sustained or why the child appears upset. They should not, however, enter into detailed investigation of the symptoms or causes of the child's distress or injury as such an approach could prejudice later formal investigations.

The member of staff must:

- **Observe** carefully the child's behaviour and demeanour.
- **Record** in detail what they have seen and heard and when they did so. Any comment by the child concerned, or by an adult (who might be the abuser), should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.
- **Report** suspicions, on the same day, to a DP.

6.2 A third party expresses concern

The member of staff to whom a third party expresses concern must:

- **Observe** the behaviour and demeanour of the person expressing concern, if done in person.
- **Record** in detail what they have seen and heard and when they did so. Actual words used should be quoted where possible.
- **Report** suspicions, on the same day, to a DP.

The third party may seek confidentiality and anonymity. Whilst being sensitive to this request, no guarantee should be given. If legal proceedings follow, in the interests of the child, the identity of the third party may have to be disclosed.

Where another pupil expresses concerns, such an action may be traumatic for the informer and support should be given.

6.3 An anonymous allegation is received

The member of staff in receipt of anonymous allegations about child abuse must:

- **Record** in writing the words used, as far as possible, where the allegation is by telephone, or retain the paper, where it is in writing.
- **Report** suspicions, on the same day, to a DP.

6.4 Action by staff in all cases

The member of staff making the report must:

- **Keep a record** of when the allegations were reported to a DP.
- Ensure that information about the allegation is **not shared** with any person other than a DP.

6.5 Action by the Designated Person (DP)

In all cases of suspected abuse, the DP must:

- **Ensure** the child is safe while taking action.
- **Record** their actions and any additional relevant information, clearly identifying what is fact and what is suspicion.
- **Discuss** concerns immediately with the DSL.

6.6 Action by the DSL

On being notified of a concern, the DSL will consider the appropriate course of action in accordance with the KRSCP threshold document, which may include early help (see point 8) or a referral to the KRSCP.

In all cases of suspected abuse, the DSL must contact the KRSCP within 24 hours, stating the concerns and the basis for them. The KRSCP will decide what further action is necessary and whether this will involve a police investigation. This information should be provided to the DSL within one working day. If this is not received, the DSL should contact the KRSCP again.

Information must be shared with the minimum of people and the child concerned given clear avenues of support and communication.

Although the parent/carer will normally be contacted by the Head before a written referral is made, including reporting concerns about radicalisation, their consent is not required when there are reasonable grounds to believe that a child is at risk of significant harm (see points 5.5 and 5.6 for further details regarding consent).

6.7 Immediate danger

If a child is considered to be in immediate danger or at risk of significant harm:

- A referral should be made to Richmond SPA and/or the police immediately.
- Anyone can make this referral.
- If a member of staff makes a direct referral to Richmond SPA or the Police, they must inform the DSL as soon as possible (within 24 hours).

6.8 If a child's situation does not appear to be improving

When concerns about a child have been raised and the situation is not improving:

- Staff should challenge any inaction and follow this up with the DSL.
- The DSL should press Richmond SPA for reconsideration.
- Staff may also contact Richmond SPA directly.

7. **Children with special educational needs and disabilities**

7.1 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff must understand that additional barriers can exist when recognising abuse and neglect in these children which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation and peer on peer abuse than other children.
- Being disproportionately impacted by things like bullying without outwardly showing any signs.
- Having communication barriers and difficulties in overcoming these barriers.

7.2 The School will always ascertain the view and feelings of all children and acknowledges the need for extra pastoral support for children with SEN and disabilities.

8. **Early Help**

8.1 Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Has special educational needs (regardless of whether or not they have a statutory Education, Health and Care Plan).
- Has a disability.
- Has challenging family circumstances, such as substance abuse, adult mental health or domestic abuse.
- Is showing early signs of abuse and/or neglect.
- Is a young carer.
- Is frequently missing from school.
- Is at risk of radicalisation or exploitation.
- Is a privately fostered child.

8.2 Where a child would benefit from co-ordinated early help from a number of agencies, an early help inter-agency assessment should be arranged.

8.2 Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help.
- Undertake and assessment of the need for early help.
- Provide targeted early help service to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

8.3 All staff should be aware that providing early help is more effective in promoting the welfare of children than reacting later.

- 8.4 All staff should be aware of the early help process and understand their role which includes:
- Identifying emerging problems.
 - Discussing early help requirements with the DSL
 - Sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- 8.5 If early help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. The DSL should keep the case under constant review and consider referring the case to Children’s Social Care (through Richmond SPA) if the child’s situation does not improve.

9.0 Recruitment of School Staff

9.1 Recruitment

Old Vicarage School is committed to creating a safe environment for children and, as part of that, follows ‘Safer Recruitment’ procedures that help deter, reject or identify people who might abuse children. See the School’s separate Recruitment Policy for details.

Staff should keep the School informed on an on-going basis of any information both within and outside the workplace that might have implications for the safeguarding of the children in the School.

9.2 Early Years Recruitment

Old Vicarage School is a provider of Early Years Education (Reception Classes) and has regard to the statutory guidance for schools about the employment of staff disqualified from childcare “Disqualification under the Childcare Act 2006”.

The School will not knowingly employ people to work in childcare, or be directly concerned in its management, if they are ‘disqualified’. All staff recruited to work in childcare, including in our Later Years Provision (After School Club) for children under 8 years of age, will be advised of the legislation and records of disqualification checks will be kept on the Single Central Register.

9.3 Supply Staff

The School will only use employment agencies which can demonstrate that they undertake all appropriate Safer Recruitment vetting checks on their supply staff. The School will ensure that the agency worker presenting at the school is the same person in respect of whom the agency has provided checks.

9.4 Volunteers

Any individual engaged by the School to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures that apply to paid employees. Volunteers who are not constantly supervised by an established member of staff will be subject to an enhanced DBS check. Volunteers will at no time be given responsibility for the personal care of pupils.

9.5 Governors

All School Governors will be subject to enhanced DBS and prohibition from management checks. A barred list check will be undertaken if they will be engaging in regulated activity.

10. Allegations of abuse against staff

- 10.1 Old Vicarage School takes seriously all allegations made against members of staff (including the DSL, volunteers, temporary and visiting staff) that call into question their suitability to work with or be in a position of trust with children, whether made about events in their private or professional life.
- 10.2 KCSIE procedures will be followed to deal with any allegations that a member of staff has:
- Behaved in a way that has harmed a child, or may have harmed a child.
 - Possibly committed a criminal offence against or related to a child.
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm if they work regularly or closely with children.
- 10.3 All allegations must be reported immediately to the Head. If the Head is unavailable, the Chair of Governors should be told at once. The LA's Designated Officer (LADO) must be informed, within one working day and before any further action is taken, of all allegations that appear to meet the criteria.
- 10.4 If an allegation is made against the Head, the member of staff must immediately inform the Chair of the Board of Governors without the Head being informed first. The Chair must inform the LADO within one working day and before any further action is taken.
- 10.5 Many cases may not meet the criteria set out above, or may do so without warranting either a police investigation or enquiries by the LA. In these cases, local arrangements will be followed to resolve cases without delay.
- 10.6 All discussions should be recorded in writing and any communication with both the individual and the parents of the child/children agreed.
- 10.7 Some rare allegations will be so serious they will require immediate intervention by the LA and/or police. In such cases, referral to the LADO will lead to a strategy meeting or discussion being held in accordance with the DfE guidance and KRSCP procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.
- 10.8 If an allegation is made against a member of staff, quick resolution will be a priority.
- Where it is clear immediately that the allegation is unsubstantiated, false or malicious, it should be resolved within one week.
 - For allegations which do not involve a possible criminal offence and do not require formal disciplinary action, appropriate action should be instituted within three working days.
 - If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.
- 10.9 In response to an allegation, all other options will be considered before suspending a member of staff; suspension will not be the default option.
- An individual will only be suspended if there is cause to suspect a child or other children are at risk of significant harm or the case is so serious that it might be grounds for dismissal.
 - If suspension is deemed appropriate, the reasons and justification will be recorded, and the individual notified of the reasons.

- 10.10 We recognise fully that we have a duty of care towards all of our staff, and we will keep an open mind until a conclusion has been reached. We will always interview a member of staff before suspending him or her.

Any member of staff who is invited to a meeting, whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative. The member of staff will be kept informed of progress of the investigation.

- 10.11 When an allegation is made, the School will make every effort to maintain confidentiality while it is being investigated or considered. Parents and carers should be made aware of the requirement to maintain confidentiality about any allegations whilst investigations are ongoing.

- The Education Act 2011 prohibits the publication of any material that may lead to the identification of a teacher who has been accused.
- 'Publication' includes 'any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public' including on a social networking site.
- These reporting restrictions will apply until the point that the accused is charged with an offence or until the Secretary of State publishes information about an investigation or decision arising from the allegations.

- 10.12 We will use the following definitions when determining the outcome of allegation investigations: substantiated, malicious, false, unsubstantiated or unfounded.

- Allegations that are found to be malicious will be removed from personnel records.
- Allegations that are unsubstantiated, false or malicious will not be referred to in employer references.

For all allegations other than malicious allegations, a clear and comprehensive summary will be recorded on the confidential personal file of the accused and a copy given to the person concerned. The School should retain these records at least until the accused has reached normal pension age or for a period of 10 years from the date of allegation if that is longer.

- 10.13 Pupils that are found to have made malicious allegations will be dealt with in accordance with the School's Behaviour Policy.

- 10.14 The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned.

- 10.15 Concerns about the Proprietors (Governors)

Concerns about any members of the Governing body should be raised directly with the LADO.

11. Whistleblowing

- 11.1 In terms of children's welfare and safeguarding, all members of staff have a responsibility to provide a safe environment in which children can learn. Reporting concerns about another member of staff ensures that the School is able to address problems promptly and openly and deters any suggestion of collusion in poor practice. Apparently minor incidents of misconduct may escalate with serious consequences if not confronted.

11.2 Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned. Those who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the welfare of the whole school community.

11.3 Individuals may worry that they have insufficient evidence to raise a concern; that they will set in train an unstoppable chain of events; that there will be adverse repercussions for their career; that they may suffer harassment or victimisation; or that their suspicion or concern might be misplaced. These concerns are entirely understandable, but staff should be reassured that whistle blowing procedures address these issues.

The Public Interest Disclosure Act 1998 and subsequent amendments protect employees from reprisals for public-interest whistle blowing. A person making a disclosure is protected in law provided they reasonably believe that the information disclosed, and any allegation contained in it, are substantially true.

11.4 Staff may raise concerns anonymously. However, it is harder to investigate anonymous concerns and it does not stop others from successfully guessing who raised the concern. It is easier for the individual to be protected by the Public Interest Disclosure Act if the concerns are raised openly.

11.5 The school will fully support staff and do all it can to protect them from any adverse repercussions that may arise from whistleblowing. Allegations that prove to be malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

11.6 Staff who feel unable to raise any concerns about child protection failures internally, may contact the NSPCC Whistle-blowing Helpline (0800 028 0285) or Email: help@nspcc.org.uk
Any concerns raised via the helpline will be passed on to relevant authorities to investigate.

12. Notification to the Disclosure and Barring Service and TRA

12.1 If the School ceases to use the service of a member of staff (whether employed, contracted, a volunteer or student) because they are unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service (DBS) will be made promptly if the criteria for a referral are met.

12.2 Separate consideration will also be given to making a referral to the Teaching Regulation Authority (TRA) where a teacher has been dismissed (or would have been dismissed if they had not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for relevant offence.

Advice about allegations against a teacher can be found on the TRA website:
<https://www.gov.uk/government/organisations/teaching-regulation-agency>

13. Support for Staff

13.1 Members of staff who have been dealing with child protection issues may find the situation stressful or upsetting. We understand this and will ensure that they are supported.

13.2 Staff may also be concerned about being sued for defamation if their concerns are later found to be untrue. To assist in protecting against this, staff should ensure that concerns and statements are only made to the appropriate authority.

14. Keeping children safe through the everyday life of the school

14.1 Code of Conduct for members of staff regarding the Safeguarding of Children

Old Vicarage School wishes to maintain the very good relationship that exists between staff (paid and voluntary) and pupils. The following Code of Conduct is aimed at preventing abuse and avoiding situations which could allow allegations of abuse to be made:

- Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Policy.
- Staff are expected to use appropriate behaviours which always excludes bullying, racism and sexism.
- Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.
- Some activities require physical contact, for example where sport, performance or procedures need to be demonstrated. This should be done with the pupil's agreement and contact should be appropriate, kept to the minimum time necessary and take place in an open environment.
- If lessons or discussions on a one-to-one basis cause a member of staff concern, they should conduct these in a busy area of the school, leave the door open or sit behind a desk.
- One-to-one lessons such as music and Learning Support lessons should, whenever possible, be conducted in rooms with a suitable window so the lesson can be observed from outside. If there is no appropriate window, then the door should be left open.
- Only school devices (iPads, mobiles, cameras and video recorders) should be used to take photographs of school activities. In the event that a teacher has to use a personal device (e.g. on a school trip or when waiting for their updated device), they should download the photos to the school computer as soon as possible, and then delete all photos from their personal device.
- Photographs and recordings of school activities should only be transferred to, and stored on a school computer.
- The use of camera devices of any sort is not permitted in toilet, washroom or changing areas.
- Staff must ensure that visitors are made aware they may only use their own smart/mobile devices in the reception area and for recording their child's performance in an assembly or school production in the School hall.
- Personal communication with pupils can be misinterpreted. Staff should only communicate with pupils and parents on professional and school matters and should always use a school email in order to do so.
- Staff must only use the school's digital technology resources and systems for Professional purposes or for uses deemed 'reasonable' by the Head.
- Staff should not accept or issue invitations from/to pupils or parents to become 'friends' on a social networking site.
- Home visits, individual private tuition or babysitting of pupils should only take place with the knowledge and approval of the Head.
- Contact by pupils to personal phone numbers or emails of staff should not take place. Any unplanned contact of this nature or suspected infatuations must be reported to the Head.

- Staff should be aware that any sexual or inappropriate conduct with any pupil at the School is a grave breach of trust that will usually lead to disciplinary action and may also lead to criminal prosecution.
- Staff should not disclose their personal telephone numbers and email addresses to pupils or parents. Staff supervising off-site activities or school journeys will have any urgent messages from parents or carers relayed to them by the school
- In the event of a member of staff having to drive a pupil on their own, it is wise to seat the pupil in the back of the car. This should be notified to the Head in advance or as soon as possible thereafter.
- Staff should report any actions which could be misinterpreted, any misunderstandings, or accidents involving themselves and a pupil or group of pupils to one of the Designated Persons.
- Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff.

14.2 Child Missing from School

Parents are responsible for making sure their children come to, and are delivered to, the school safely. If a child going missing from school or from home, it may be an indicator of abuse or neglect. The following procedures should be followed if a child goes missing, with reference made to the Safeguarding Policy if appropriate:

- All pupils are registered for the morning session on the school's database system.
- If a pupil is not present, the office staff will attempt to contact the parents or guardians of the pupil to find the reason for the absence. The School will hold more than one emergency contact number wherever reasonable possible.
- As the pupils get older, some will travel to school unaccompanied. Parents are asked to make sure the school is aware of this and the school will follow up on any non-appearance in the same way.
- Pupils are registered again before the start of the afternoon session.
- As well as these formal measures, staff should do informal checks on the class during the day particularly if they are moving around, leaving the building or going on transport.

If a member of staff is concerned that a pupil is missing during the school day:

- They should firstly check with the school office to see if there is any explanation for the absence and then check whether the pupil is elsewhere in the school.
- If there are still concerns, then a member of the SMT should be contacted immediately and the parents phoned for further checks.
- At this point, if the child is still missing, the police should be contacted (by calling 101) to report a missing child. In most cases there is an explanation, but it is still better to contact the police earlier rather than later.

Further details and procedures can be found in the School's 'Missing Child Policy & Procedures' document.

14.3 Curriculum

Old Vicarage School acknowledges the important role that the curriculum can play in the preparation of our pupils for the responsibilities of adult life and in preventing abuse and radicalisation.

The School will do all it reasonably can to limit pupil's exposure to pornographic, terrorist and extremist material by having, in place, appropriate filters and monitoring systems which are designed to protect children from harmful content without "over blocking" or imposing unreasonable restrictions as to what children can be taught through online education.

Teachers will use the appropriate opportunities that exist in their area of responsibility to build resilience, help pupils to keep safe and teach them how to ask for help if their safety is threatened. Pupils will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly.
- To judge what kinds of physical contact are acceptable and unacceptable.
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help.
- To use assertiveness techniques to resist unhelpful pressure.
- The safe use of electronic equipment and the internet.
- To understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.
- Emotional literacy.

The school will promote "Healthy School" status through the curriculum with the aim of:

- Developing an ethos and environment which encourages a healthy lifestyle for pupils.
- Ensuring that food and drink available across the school day, reinforces the healthy lifestyle message.
- Providing high quality Physical Education and sport to promote physical activity.
- Developing our 'listening school' pastoral activities where pupils are encouraged to share concerns and anxieties either through their form teacher or through the use of confidential worry boxes.
- Promoting an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

14.4 First Aid & Medical Plans

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for a child to remove clothing for first aid treatment there will, wherever possible, be another adult present.

All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

In accordance with the School's Medical Conditions Policy, pupils requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

14.5 Physical Intervention

Staff should only use appropriate physical intervention in particular circumstances, and even then, the minimum force should be used to prevent harm.

If an incident occurs which might otherwise be misconstrued, or should it become necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head and parents.

Any physical restraint used will comply with DfE and LA guidance.

14.6 Safety in the School

Entry to School premises is controlled by doors that are secured physically or by staff supervision.

- Authorised visitors to the School will be signed into and out of the premises and will be asked to wear visible School visitor badges.
- Unidentified visitors will be challenged and escorted to the Head or School Office.
- Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the Police.

Internal doors to classrooms will not be locked whilst pupils are present in these areas.

All rooms that are used for teaching or having discussions with pupils will, wherever possible, have clear and unobstructed glass panels in the doors.

All computer use and internet access within the School will be subject to appropriate content filters and internet safety rules in line with our ICT and e-Safety policies.

Photographic images of pupils in school or on school-organised activities may only be taken with the prior consent of the school and then only in designated areas. If parents do not wish their children to be photographed, and express this view in writing, their rights will be respected.

Appropriate risk assessments will be undertaken for all off-site school trips and activities.

15. Record Keeping

15.1 If a pupil is withdrawn from Old Vicarage School having not reached the normal date of transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the School to which they are being admitted. If the parent/carer fails to provide this information, the Head will make an urgent referral to Richmond SPA.

15.2 If this School receives educational records concerning a child who is not registered, we will return the records to the sending School with a note advising them to contact their LA Children's Services.

15.3 If there is any doubt as to the identity of a pupil, we will seek advice from Richmond SPA and other statutory agencies, as appropriate.

15.4 We will maintain accurate records of those with Parental Responsibility for all pupils along with emergency contact details.

15.5 A pupil's name will only be removed from the Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the Achieving for Children's Education Welfare Service (contacted via Richmond SPA).

15.6 When preparing Child Protection Conference or Review reports, we will follow the headings recommended by the KRSCP and will, wherever possible, share the content with the parents/carer in advance of meetings.

15.7 Child Protection records will be sent to receiving schools separately and under a confidential cover.

15.8 Archived records will be kept in accordance with DfE guidelines.

16. Managing, Monitoring and Review by The Governing Body

16.1 The Governing Body recognises its responsibility to:

- Ensure appropriate child protection and safeguarding policies and procedures are in place; that all staff undergo safeguarding and child protection training (including online safety) at induction, and; ensure all staff receive regular safeguarding and child protection updates as required, and at least annually.
- Ensure the School has a named Designated Safeguarding Lead and Deputy Designated Safeguarding Lead; recognise the importance of these roles; support them and; ensure the training necessary to be effective is undertaken.
- Ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through PSHE lessons. Further guidance can be found at: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- Ensure that the appropriate filters and monitoring systems are in place.
- Recognise the expertise of members of staff in safeguarding matters and give them the opportunity to contribute to and shape the safeguarding arrangements and child protection policy.

16.2 The Governing Body will conduct an annual review of the School's Child Protection & Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged. Minutes of the review will be sufficiently detailed to demonstrate both breadth and depth of the review.

16.3 The DSL will report termly, to the Safeguarding Governor, on safeguarding matters including the levels of child protection referrals made by the School. Any deficiencies or weaknesses in arrangements will be remedied without delay.

16.3 The Governing Body will ensure that:

- The School's safeguarding arrangements take into account the procedures and practice of the Kingston and Richmond Safeguarding Children Partnership.
- They comply with their duties under legislation and that the policies, procedures and training in the School are effective and comply with the law at all times.

17. Complaints

All complaints arising from the operation of this policy will be considered under the School's Complaints Procedure, with reference to LA Services as necessary.



Gillian Linthwaite

Head

Last Annual Review: October 2019

Next Annual Review Date: October 2020

Annual Review approved by Full Governing Body on 5 December 2019

CONTACT DETAILS

OLD VICARAGE SCHOOL - DESIGNATED SAFEGUARDING PERSONS

Mrs Gill Linthwaite DSL & Head	Work	0208 940 0922
	Email	g.linthwaite@oldvicarageschool.com
Mr Daniel Robinson DDSL & Deputy Head	Work	0208 940 0922
	Email	d.robinson@oldvicarageschool.com
Miss Lizzy Grayson DDSL Little Vic Pre-School	Work	0208 940 0922
	Email	l.grayson@oldvicarageschool.com

OLD VICARAGE SCHOOL - CHAIR OF GOVERNORS & SAFEGUARDING GOVERNOR

Allegations against the Head must be reported to the Chair of Governors. Concerns about any members of the Governing body should be raised directly with the LADO.

Mr Greg Caplan Chair of Governors	Telephone	Contact via School – 020 8940 0922
	Email	g.caplan@oldvicarageschool.com
Mrs Claire Nightingale Deputy Chair & Safeguarding Governor	Telephone	Contact via School – 0208 940 0922
	Email	c.nightingale@oldvicarageschool.com

LOCAL AUTHORITY SERVICES - KINGSTON & RICHMOND SAFEGUARDING CHILDREN PARTNERSHIP

<https://kingstonandrichmondscb.org.uk/>

All serious child protection concerns must be reported to the Kingston & Richmond Safeguarding Children Partnership through Richmond SPA (Single Point of Access) – a multi-agency team of professionals who work together to share information and make child protection decisions.

To access the on-line SPA referral form, go to the Richmond website www.richmond.gov.uk Type 'Child Protection' in the search box and follow the link on that page.

Allegations against staff, including the Head, must be reported to the LADO (Local Authority Designated Officer). Contact with the LADO is made through Richmond SPA.

Richmond SPA & LADO	Working hours	020 8547 5008 (8am-6pm weekdays)	
Email	spa@richmond.gov.uk	Out of hours	020 8770 5000

Other useful contact details

Police Non-Emergency	101	Anti-Terrorist Hotline	0800 789 321
Police Child Abuse Team	020 8247 6331	Forced Marriage Unit	020 7008 0151
			fmu@fco.gov.uk
DfE Helpline (Extremism)	020 7340 7264	counter.extremism@education.gsi.gov.uk	
Disclosure and Barring Service	03000 200 190	https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#how-to-make-a-referral	
Teaching Regulation Agency	020 7593 5393	misconduct.teacher@education.gov.uk	
NSPCC Whistle-Blowing Helpline	0800 028 0285	help@nspcc.org.uk Text: 88858	