



Rosemead Preparatory School

**Safeguarding Policy And Procedures
(Child Protection)**

Revised: February 2010

Ratified by Governors: February 2010

To be reviewed: February 2011



Rosemead Preparatory School's Safeguarding Policy

Rosemead Preparatory School fully recognises its responsibilities for child safeguarding and has followed guidance from the DCSF (<http://www.dcsf.gov.uk/index.htm>) and ISBA (<http://www.theisba.org.uk/>) in producing this policy.

STATEMENT OF INTENT

The safety and well being of all our pupils at Rosemead Preparatory School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other. Safeguarding encompasses all aspects of school life where a child's welfare may be compromised.

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

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child safeguarding issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with their agreed child safeguarding plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that, because of the day to day contact with children, school staff are well placed to observe the outwards signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

WHAT IS CHILD ABUSE?

The NSPCC defines child abuse:

“Child abuse is the term used when an adult harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.

“A child may be experiencing abuse if he or she is:

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly “put down,” insulted, sworn at or humiliated*
- *Appearing afraid of parents or carers*
- *Severely bruised or injured*
- *Displaying sexual behaviour which does not seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse*

“Remember, this list does not cover every child abuse possibility. You may have seen other things in the child’s behaviour or circumstances that worry you. Abuse is always wrong and it is never the young person’s fault.”

TRANSPARENCY

Rosemead Preparatory School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Rosemead Preparatory School. Copies of this policy, together with our other policies relating to issues of child protection will be available on our website, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communication is essential.

SAFER EMPLOYMENT PRACTICES

Rosemead Preparatory School follows the Government’s recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Criminal Records Bureau before starting work. All Governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff, are also vetted. Our policies are reviewed by Governors annually. More detail is set out in our policy on Checking Employees, Temporary Workers, Governors, Proprietors, Volunteers and Contractors.

RAISING AWARENESS

Mrs. S. Sawyer, who is our Vice Chair of Governors, is also the Liaison Governor for Child Protection issues, and has received Child Protection for Designated Staff Training. The Governors formally consider child protection issues once a year, with day to day issues being delegated to the Head Teacher, the senior designated staff and Governor, who are responsible for:

- Reviewing the procedures for and the efficiency with which the child protection duties have been discharged.
- Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- Approving amendments to child protection arrangements in the light of changing regulations or recommended best practice.

NB In the event of the above Governor being involved in any aspect of a child protection issue, the Head Teacher will consult with the other senior designated staff and inform the Chair of Governors. Complaints against the Head Teacher will be dealt with by an alternative senior designated person and the appointed Governor.

CHILD PROTECTION OFFICER

Head Teacher, Mrs. Brown, is our Child Protection Officer. She has been fully trained for the demands of this role in child protection and inter-agency working. She regularly attends courses with other child support agencies to ensure that she remains conversant with best practice. She undergoes Safeguarding and Safer Recruitment Training - level 2 training every two years. She maintains close links with the Local Safeguarding Children Board (LSCB) for Lambeth and reports at least once a year to the Board of Governors on the child protection issues outlined above.

The school's records on child protection are kept locked in the Head Teacher's office, and are separated from routine pupil records. Notes on the children at our Pre-Prep are held under the same conditions, and issues arising with copies of records are passed on immediately from the Head of Pre-Prep to the Head Teacher. Access is restricted to the senior designated staff, the designated Governor and the Head. Mrs. Sherwood, Deputy Head Teacher and Mrs. Everitt, Head of Pre-Prep are the other senior designated staff. They also receive the relevant level 2 training every two years. By training more than one Senior Designated Officer (S.D.O.) we ensure that we have a firm structure of support for parties including the S.D.O.s. (See Appendix 1)

INDUCTION AND TRAINING

Every new member of staff, both teaching and non-teaching, including part-timers, receives level 1 training on their responsibilities in being alert to the signs of abuse and bullying, and on the procedures for recording and referring any concerns to an S.D.O. or the Head Teacher. Child protection training is also given to new Governors, volunteers, our contracted catering staff, independent sports coaches and peripatetic music staff. This is done as part of the three year cycle of INSET or on an individual basis through the local authority's training programme. Everyone attends refresher level 1 training at least every three years. To ensure procedural correctness and the observance of confidentiality, one member of the administrative staff receives level 2 training. (See Appendix 2)

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Children, Families and Schools (DCFS).

The following procedures are also part of the child protection process of our school:

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns first verbally, and

then in writing, to the designated senior person responsible for child safeguarding.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child safeguarding by setting out its obligations in the school prospectus.
- Follow-up unexplained absences of any child with a telephone call from the School Office on the morning of the first day of absence.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register.
- Notify the Local Education Authority when a child moves to a new school at any point during his/her time at Rosemead.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child safeguarding matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Records of concern will be copied and sent on to receiving schools by registered post, addressed to the designated child safeguarding officer.
- Develop and then follow procedures (see Appendix 2) where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed and that staff involved in recruitment are supported with appropriate training.

Training in child protection is an important part of the induction process for new staff and regular volunteers?

We recognise that the school is an agent of referral and not of investigation: no action will be taken knowingly which might undermine a criminal investigation.

INTERACTION WITH PUPILS: MODEL CODE OF CONDUCT FOR STAFF

New members of staff and volunteers are given copies of the 'Safe working practice for the protection of children and staff in education settings'. They are asked to sign off that they have read and accepted the code of conduct. Discussion of the procedures set out in that document forms a vital part of our induction procedures. The model code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training.

Mrs. Brown, our designated Child Protection Officer, who has received specialist training in this topic, should always be informed if a member of staff has any concerns in order that she may activate the appropriate procedures.

The code is placed on the agenda of a staff meeting once a year, so that it can be reviewed and updated by the staff themselves, before being sent to Governors for approval.

RAISING AWARENESS WITH PUPILS

Rosemead Preparatory School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgements and decisions. Time is allocated in PSHE and class time for discussion of personal safety, and in developing in pupils the confidence which they require to recognise abuse and to stay safe. On occasion the Senior Leadership Team will base their assemblies on related topics.

All pupils know that there are adults to whom they can turn if they are worried, including the Deputy Head, Head of Pre-Prep and the School Nurse. In particular:

- All pupils may request access to a telephone in school, enabling them to call for support from a helpline (The number for ChildLine (0800 11 11) is available in the School Office).
- Our Medical Area displays advice on where pupils can seek help.
- We will ensure that pupils who have been abused are supported in accordance with their agreed safeguarding plan.

If an allegation is made against a member of staff, all such complaints should be brought to the attention of the Head Teacher, in order that she may activate the appropriate procedures. (See Appendix 5)

We also recognise the need to be alert to the risks posed by strangers or others who may wish to harm children in school or when travelling to and from school, and we will take all reasonable steps to lessen such risks.

USE OF ICT

When their children join Rosemead, all parents sign an internet contract. All computer equipment and internet access within our school is subject to appropriate controls and internet safety rules. Use of any ICT equipment is closely supervised, and we expect this level of supervision to be applied in the home. All safety controls within school are in place from 8.00am until the close of extra curricular activities. Staff are expected not to use any computer for personal reasons during school hours, unless this is essential, and then, only during their non-contact time, and when children are not present.

Technology offers fantastic opportunities for children. However, it can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyberbullying. Adults need to help the children and young people prepare for the hazards whilst promoting the many learning and social opportunities available.

“Cyberbullying is the unacceptable face of new technology, and we need concerted action across society to address it.”

(Kevin Brennan, Parliamentary Secretary of State for Children, Young People and Families.)

If staff contribute to internet blogs or access social networking sites such as Facebook, they should neither mention Rosemead School nor make any reference to the school or their employment at it. Staff are also advised not to communicate with parents or pupils via social networking sites, as they may inadvertently place themselves in compromising situations, which may cause themselves embarrassment or bring the school's name into disrepute. (See Appendix 6)

PROMOTION OF WELFARE

The ethos of Rosemead Preparatory School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils take part in a large number of charitable activities including supporting those that work on behalf of children living in less favourable conditions than is acceptable. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards society as a whole.

EQUAL TREATMENT

Rosemead Preparatory School is committed to equal treatment for all, regardless of an individual's gender, race, ethnicity, religion, sexual orientation or social background. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each child. (Please refer to our Equality and Diversity Policy)

BULLYING

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils, their parents/carers and staff fairly and with consideration, and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. (Please refer to our Anti-Bullying Policy).

COMPLAINTS

We hope that you and your child do not have any complaints about our school; but a copy of the School's complaints procedure can be sent to you on request and forms part of the school handbook.

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

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil, such as Social Services, Child and Adolescent Mental Health Service (CAMHS), Education Welfare Service and Educational Psychology Service.
- In order to ensure continuity of care and appropriate sharing of information, when a pupil on the child safeguarding register leaves, their information will be transferred to the new school immediately and the child's social worker will be informed of the relevant placement.

This policy is applicable to all on and off site activities undertaken by the pupils whilst they are the responsibility of the school.

See the following Appendices:

Appendix 1: The Role Of Individuals

Appendix 2: Procedures For Raising A Concern

Appendix 3: Guidance On Record Keeping

Appendix 4: Symptoms

Appendix 5: Guidance On Child Safeguarding Allegations Made Against A Worker (Including Flowchart)

Appendix 6: Guidance On Use Of Cameras, Computers and Mobile Phones

Appendix 7: Procedure To Be Followed In The Event Of A Parent Failing To Collect A Child At The Appointed Time

Appendix 8: Procedure To Be Followed In The Event Of A Child Going Missing

Appendix 1: The Role Of Individuals

The Role of the Head Teacher (Senior Designated Teacher)

The Head teacher needs to:

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the Lambeth Children and Young People's Services (CYPS) and easily available for all staff and volunteers for reference.
- Liaise with the nominated governor on child safeguarding issues and school policy.
- Appoint a designated teacher (Deputy/HoPP) to co-ordinate action within the school and liaise with other agencies on suspected abuse cases.
- Appoint a senior teacher or teachers as child safeguarding designated teacher(s).
- Ensure that all members of staff are aware of who the member(s) of staff is/are and what this role entails.
- Ensure that the designated teachers receive appropriate training and support.
- Understand the role of designated teachers.
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions.
- Ensure that all staff are aware of the procedures to follow if they are concerned about the behaviour of a colleague (see Workers Behaviour Flow Chart)
- Ensure that parents see copies of the safeguarding policy in order to alert them to the fact that they may need to make referrals. Raising parents awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Make parents aware of the school's safeguarding policy. (Handbook and web site)
- Work with local partners such as the Lambeth Children and Young People's Service (CYPS) and Social Services Department to create a safe environment for children at the school.

The Role of Designated Teachers

School should have arrangements in place for when the senior designated teacher is absent. In the absence of the senior designated teacher, it is the responsibility of the designated teacher to liaise with the relevant outside agencies.

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding policy and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

They should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support should be given. In the absence of the senior designated teacher, the designated teacher should be the person to whom educational teachers report cases.

The DCSF has clear guidelines on what schools, governing bodies and Local Safeguarding teams should do if they suspect a child has been abused or assaulted. It is not the responsibility of teachers and staff in other schools to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by their Children and Young People's Services (CYPS).

In cases where an allegation has been brought against a member of staff, the designated teacher will liaise with the CYPS, and the Head will deal with the teacher against whom the allegation has been made.

To be effective they must:

- Act as a source of advice, support and expertise within the school and be responsible in the absence of the senior designated teacher, for co-ordinating action regarding referrals by liaising with CYPS and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- Ensure that each member of staff has access to, and is aware of the school's safeguarding policy. This is essential in respect to staff working perhaps part-time in school and supply teachers.
- Liaise with the Head Teacher (if not the Head Teacher, another designated person) to inform him/her of any issue and ensure that there is always cover for the role.
- Ensure that the school's safeguarding policy is reviewed and updated annually and work with the senior designated teacher and designated governor for safeguarding regarding this. Be able to keep detailed, secure written records of referrals/concerns.
- Where children leave the school roll, ensure their file is transferred to the new school as soon as possible. Check with CYPS as to information that should be sent on.

Designated teachers also engage in ensuring all staff and volunteers receive appropriate training.

Responsibility of Governors

The role of the governing body

A governing body should sanction a robust safeguarding policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is being complied with. It should ensure that the designated teacher and nominated governor for child safeguarding are in place.

It should recognise the importance of the role of designated teacher, and support them, ensuring that the training necessary to be effective is undertaken. Ensure cover is provided when necessary and appreciate the additional duties undertaken by this member of staff when carrying out this role, especially when there are ongoing child safeguarding issues.

It should recognise the contribution the school can make to helping keep children safe throughout the teaching of self-safeguarding skills and encouragement of responsible attitudes to adult life through Personal, Social and Health Education/Citizenship curriculum.

The governing body will ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to the 'Safeguarding children and safer recruitment in education' guidance document, January 2007.

The role of the nominated governor

The nominated governor for child safeguarding will need to be familiar with local Area Child Safeguarding Committee procedures, LEA procedures and guidance issued by the DCSF/CYPS. They will work with the designated teacher responsible for child safeguarding to produce the child safeguarding policy. It will be their duty to liaise with relevant agencies if any allegations are made against the Head Teacher. They should undertake the training available for nominated governors. The nominated governor should ensure that child safeguarding is an annual agenda item for their governing bodies.

Appendix 2: Procedure for raising a concern

Guidance For Staff

The role of the school is one of *informed observation*. It is the **responsibility of social services to investigate child abuse allegations**.

A child may confide in any member of staff and does not always go to a teacher. The person who has identified the concern should:

1. Discuss concerns with the Head or designated member of staff. Produce a confidential, dated Record of Concern.
2. If the child's responses do not dispel suspicion, staff should report the matter to the Head or the designated member of staff for child safeguarding.
3. The Head will report the matter to the Referral and Assessment Team, Lambeth 0207 926 6508 or 0207 926 6874.
4. The Head sends a report to the Principal Education Social Worker.

Discuss with Head or designated member of staff

Dealing with child abuse is rarely straightforward. In some cases a child's disturbed behaviour or an injury may clearly suggest that a child has been abused. In many situations the signs will not be clear cut and the decisions about what actions to take may be difficult.

Having checked out any suspicions as appropriately as possible, those dealing with these issues must trust in their own judgement. Evidence may be inconclusive but if it is combined with information from other professionals/agencies it may take on greater significance. By working together with health/social services, a fuller picture may soon emerge that supports the concern.

Responding to a child

1. Under no circumstances must the child be questioned at this time. The person to whom the child has confided must simply listen to what the child has to say and should not interrupt if the child is freely recalling significant events.
2. Any points which require clarification should be framed in an open manner and not lead the child in any way.
3. Reassure the child that they are not to blame and were right to tell.
4. Reassure the child that they will be protected.
5. A written account should be recorded as soon as possible after the conversation which must be passed on to the designated teacher. The note should record the time, date, place and people who were present, as well as what was said – this may be used in any subsequent court proceedings.

Confidentiality

It is important not to promise confidentiality. A child must be told that if they are being hurt, they will have to tell other people. Honesty is essential to ensure that a child is not betrayed when they have already been betrayed by an abuser.

If staff members have the slightest suspicion that a pupil is being physically, emotionally or sexually abused, they should bring this to the immediate attention

of the Head Teacher (or if he/she is not available, the Deputy Head/Head of Pre-Prep). Suspicious bruising or other injury should be mentioned at once so that information can be gathered and appropriate action taken.

Responding to parents

The Head must be notified before involving parents in conversations about abuse. It is important to be open and honest with parents and they should be informed as soon as possible about any concerns regarding their children. Parents will always be told the source of a referral if it comes from a professional agency e.g. a school. Members of the public can ask to remain anonymous. An honest approach is always more productive and likely to help a school's future relationship with the parents.

In cases of alleged abuse, especially in cases of sexual abuse, social services should be informed first, in case the alleged abuser is part of the household and they might put pressure on the child to deny or withdraw the allegation.

Staff must be careful neither to blame parents nor to dismiss allegations because they believe the parents are considered to be not the sort of people who would abuse their children.

Appendix 3: Guidance on Record Keeping

Record of Concerns

This is useful where a Case Conference is called. The record should include the following information:-

1. The physical or behavioural signs arousing concern
2. A child disclosing that they have been sexually abused (this **MUST** be reported)
3. Conversations with a child
4. Conversations with a parent
5. Each contact with or a referral to another agency

Records and reports for child safeguarding conferences

Good practice for keeping child safeguarding records include noting the date; event and action taken. Reports prepared for child safeguarding conferences should focus on the child's:

- Educational progress and achievements
- Attendance
- Behaviour
- Participation
- Relations with other children
- Appearance, where appropriate
- Interaction with other children and adults

If relevant, reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

The schools should:

- Make reports available to the child's parents prior to the child safeguarding conference **unless to do so would place the child at risk of significant harm**.
- Provide written reports to the child protection conference.
- Arrange for an appropriate person from the school to attend the child safeguarding conference.
- Ensure that child safeguarding records are held securely with limited access and separate from the main school pupil file.
- Transfer any child safeguarding records if the child moves schools.

Child safeguarding records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the school may be required to provide its child safeguarding records.

Appendix 4: Symptoms

Symptoms that can be valuable pointers to an underlying problem:

Signs of Physical Abuse

- Unexplained physical injuries or burns
- Improbable excuses given for injuries
- Refusal to discuss injuries
- Admission of excessive punishment
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Signs of Emotional Abuse

- Delay in physical, mental and emotional development
- Admission of excessive punishment
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour, e.g. rocking, hair twisting, thumb sucking
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing/scavenging

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- Running away
- Compulsive stealing or scavenging

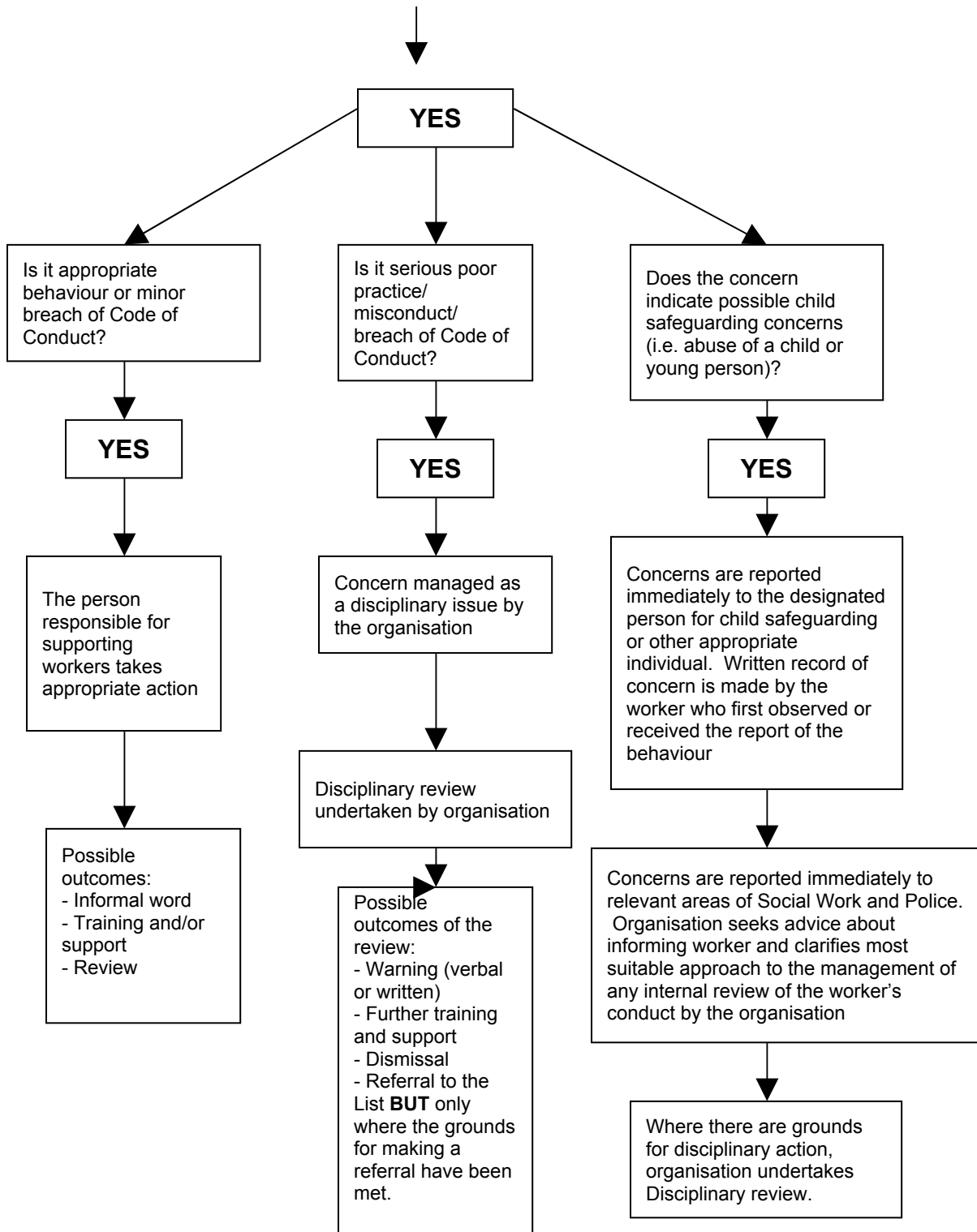
Appendix 5: Guidance on managing child safeguarding allegations made against a worker

It is recommended that allegations made against workers are managed according to the following procedure:

1. The allegation must be reported immediately to the designated person for child safeguarding or other individual within the organisation who has responsibility for managing workers.
2. On receiving the concerns, the designated person/manager should immediately contact Social Services and/or the Police and act on any advice given. In particular, Social Services and/or Police should be asked whether or not it is appropriate for the organisation to approach the worker implicated in the allegation as part of the organisation's internal enquiry.
3. The individual who first received/witnessed the concern should make a full written record of what was seen, heard and/or told as soon as possible after observing the incident/receiving the report. It is important that the report is an accurate description. The designated person/manager can support the worker during this process but must not complete the report for the worker.
4. The designated person should add any steps that s/he has also undertaken (e.g. contact with Social Services/and or Police) and summarise any advice given by the child safeguarding agencies.
5. The individual worker and the designated person/manager should sign and date the report.
6. A copy of the record should be passed to Social Services and/or Police. The original record should be stored in a secure place such as a locked cabinet.
7. Where the Police have advised that it is appropriate to inform the worker that an allegation has been made against them, the worker should be told this and the organisation should consider suspending the worker whilst an internal review is carried out.
8. It is important that any internal review carried out by the organisation does not compromise the work of the child safeguarding agencies or involve questioning the child or young person about the nature of the abuse that is being alleged. This is always the concern of the child safeguarding agencies.
9. Where the organisation's own internal review suggests that the worker's actions have breached the Code of Conduct it should follow the disciplinary procedure. Sanctions may involve dismissal or removing the worker from access to children and young people where his/her actions are considered to be a serious breach of the Code of Conduct.
10. Where the organisation's internal review indicates that the worker harmed or placed a child at risk of harm and should be removed from access to children, a referral to the List should be made.

The worker's behaviour flow chart below gives a summary of the steps suggested for managing different levels of concerns.

Are you concerned about the behaviour of a worker?



Appendix 6: Guidance On Use Of Cameras, Computers and Mobile Phones

Since the launch of the EYFS in September 2008, the use of ICT has grown. Practitioners rely heavily on ICT to support children's learning and development. Technology is also an integral part of teaching throughout key stages 1 and 2, with all children being timetabled sessions in the ICT suites of their respective buildings.

The following points are important in this area at Rosemead:

- Parental permission for the taking of photographs is sought when a school place is accepted. This paperwork is kept in the child's file.
- Parents' permission is sought for their child to use the computer, and practitioners supervise children when they use computers.
- Practitioners have a clear understanding about how they use ICT equipment and resources.
- Mobile phones are not to be used when staff are with the children – only when they are on their breaks.
- Personal cameras are not to be used at school.
At EC, one camera is kept in the ICT locker overnight and can be used by all staff, both at school and on outings. Each nursery and reception classroom has its own camera which staff are responsible for securing overnight in staff lockers. At TPR, two cameras are locked in the ICT suite and may be used by all staff, both at school and on outings. The key is held by the ICT Co-ordinator.
- If in a one-to-one situation with a child, or in situations where there may be some intimate procedure necessary, ie changing rooms or toilets, no member of staff should use a camera or mobile phone for any purpose.
- ICT equipment in school is for work use only. In practical terms, an example of this would be that using equipment to access social networks is not permitted.

Appendix 7: Procedure to be followed in the event of a parent failing to collect a child at the appointed time

Procedure at Elmcourt

- At the end of the school day there is a late-duty rota involving all salaried staff. Children wait with this member of staff in the front entrance hall at EC. The following procedure is followed by all staff.
- Contact person due to collect child on their mobile number. (All numbers are in green emergency contact folder in school office).
- If no reply, use other contact numbers for that person in the first instance. Then, try other numbers on emergency contact form until contact has been made and an arrangement made for the collection of the child.
- If child has a sibling at TPR, then the TPR school office should be contacted (school secretary: Mrs Dawn Stewart on 8655 9550) to check whether that child has been collected.

Procedure at TPR

- At the end of the school day there is a late-duty rota involving all salaried staff. Children wait with this member of staff in the Dining Room at TPR. The following procedure is followed by all staff.
- Member of staff on duty to contact person due to collect child on their mobile number. (All numbers are in emergency contact folders in school office).
- If no reply, use other contact numbers for that person in the first instance. Then, try other numbers on emergency contact form until contact has been made and an arrangement made for the collection of the child.
- If child has a sibling at EC, then the EC school office should be contacted (0208 761 1307) to check whether that child has been collected.

Appendix 8: Procedure to be followed in the event of a child going missing

Procedure at Elmcourt

- Alert the HoPP and/or the school secretary.
- Ensure safe supervision of remaining children. Then, all available staff to search inside and outside EC building.
- Premises officer to study CCTV film with school secretary and/or HoPP.
- Whilst the above is being actioned the school secretary will phone TPR to alert the Head and check that the child has not made their way there. Possibly release other staff to check outside areas.
- Alert the police.

Procedure at TPR

- Alert the Head and/or the school secretary.
- Ensure safe supervision of remaining children. Then, all available staff to search inside and outside TPR building.
- Premises officer to study CCTV film with school secretary and/or Head.
- Whilst the above is being actioned the school secretary will phone EC to alert the HoPP and check that the child has not made their way there. Possibly release other staff to check outside areas.
- Alert the police.