**Daffodil Preparatory School**

**161-163 Commercial Road London E1 2DA**

**POLICY BOOKLET 2023 / 2024**

Date Published: 22 September 2019

Review Date: 10 March 2023

Next Review Date: 10 March 2024

**ORGANISATIONAL CHART – 2023/24**

**Board of Directors**

**Accounts Department**

**Director of Studies**

**Principal**

**Admin Dept**

**Science Dept**

**English Dept**

**Maths Dept**

**Music Dept**

**Admissions**

**Tutors**

**Tutors**

**Tutors**

**Tutors**

**Complaints Policy and Procedure**

Date Published: 22 September 2019

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| **Complaints Procedure and Procedure****Introduction** This document explains how the centre aspires to handle complaints and ensure that all are treated in a fair manner without discrimination and that there is a window of opportunity to seek redress of any concerns learner may have in relation to their studies at the centre. What we mean by Complaint Within the centre provision of tuition/learning support and management of our education services, a complaint is an expression of dissatisfaction or concern which may be about an event that has happened, failed to happen or the way in which something was handled. Our principle is to endeavour to make it possible that the vast majority of concerns are resolved informally. It is therefore in everyone’s best interests that complaints are resolved at the earliest possible stage.  This can usually be achieved through discussion and good communication.  However, if you are not satisfied with the outcome, a formal procedure (as outlined in this policy) would then need to be followed when attempts to resolve the issue are unsuccessful.For complaints to be investigated fully you need to give full information and not make them anonymously. **Expectations**• There are set response times for each stage of the complaints procedure. • A complaint register should be maintained for formal complaints (see below). • Conversations and correspondence should be handled with discretion, but you need to be aware that some information may have to be shared with others involved in the complaint procedure. • Raising a concern or making a complaint should not affect the relationship between the centre and you or your child. • When investigating your complaint the centre should talk to your child, witnesses and others involved quickly. • The centre and the directors have a duty to act properly and investigate complaints impartially. Once investigations are complete the person making the complaint should receive a written response from the centre **within 20 centre days**.**Advice** • Many concerns can be resolved quickly with goodwill, often by making early contact with the class teacher. • You can seek support from independent bodies such as Citizens Advice (<https://www.citizensadvice.org.uk/>), community relations centres and Advisory Centre for Education (<http://www.ace-ed.org.uk/>) etc. As the centre is very busy, kindly make an appointment for discussion through the centre office. It helps to outline the purpose and how long you think you may need with the staff member/head of centre.  Cover all the relevant points, but be as brief as you can. Avoid writing long letters or emails.• Sometimes it helps to take a friend with you. You may forget something if you are doing all the talking, they can do the listening for you and record main points and agreed action. • Try to keep calm! Avoid confrontation – it will cloud the issue. • Remember to ask “what happens next?” **Complaint against a member of staff**• The complaint procedure is distinct from any formal disciplinary proceedings for staff. If a complaint did result in a disciplinary procedure, then the complaint would be put on hold and you should be advised of the delay and updated every three weeks. • If a complaint is made against a member of staff or director they will be informed and have the opportunity to respond.**A complaints panel will be formed as described below:**• Parents, carers or pupils who wish to pursue a complaint regarding a centre issue can refer the complaint to a review committee of ***directors, two tutors and two parents, known as a complaints panel.*** This should be formed from at least three people who have had no prior involvement with the complaint.• The head of centre should not be a member of the panel.• Directors should be mindful of equality issues when looking at the composition of a complaints panel.• The panel review hearing is the last centre based stage of the complaints process. **Complaint Procedure** **Stage 1. Informal** Your expression of concern should be made to the centre at the earliest opportunity. First talk to the teacher most closely concerned to clarify the facts and resolve through discussion. A request for discussion with the head of centre or senior staff member may also be desirable before making a formal complaint. **Stage 2: Complaint** If you are not satisfied with the outcome at Stage 1 you may wish to make a formal complaint. This should be done in writing to the head of centre. Your complaint should be acknowledged **within three centre days.**  The investigation should be carried out and the outcome communicated to you **within 20 centre days**. The written response should include a full explanation of the decision and the reasons for it (if additional time is required to formulate a response this should be explained to you). Where appropriate the response should include what action the centre will take to resolve it.The head of centre may delegate the task of collating the information to another member of staff but not the decision on the action to be taken.Once a decision has been reached, the head of centre should ensure that you are clear about the action taken and what to do if you remain dissatisfied (see below).When the head of centre receives your written complaint, they may decide to refer the matter immediately to the ***complaint panel.***If the complaint is about the head of centre, the matter should be referred to the Chair of the Board of Directors of the centre.If the complaint is about the chair of the Board or any individual director, the matter should be referred to the Clerk of the Board. **Stage 3: Final complaint stage**If all attempts to resolve the complaint have been unsuccessful, you may refer your complaint to OFSTED who would give advice on the final stage of the complaint. Please seek information on contacting OFSTED from the front desk at the centre. |

**Health and Safety Policy**

Date Published: 22 September 2019

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**Policy Statement**

This policy covers staff, pupils, visitors and other users of the premises. It aims to show how the Director, Head of Centre and Staff discharge their duties under the Health and Safety at Work etc Act 1974.

The Management Team and the Head of Centre are committed to ensuring the Health and Safety of everybody involved in the Centre. We aim to:

* Ensure that all reasonable steps are taken to ensure the health, safety and welfare of users of the premises and all participants in Centre trips.
* Establish and maintain safe working procedures for staff and pupils.
* To provide and maintain safe Centre buildings and safe equipment for use in Centre
* Develop safety awareness, by appropriate training if necessary, amongst staff, pupils and others who help in Centre.
* Formulate and implement effective procedures for use in the event of fire and other emergencies.
* Investigate accidents and take steps to prevent a re-occurrence.

**Signed…………………….....**

**Head of Centre**

**Dated………………………….**

**Roles and Responsibilities**

The **Head of Centre** has ultimate control of the Centre. They will:

* Decide policy.
* Give strategic guidance.
* Monitor and review health and safety issues.
* Ensure adequate resources for health and safety are available.
* Take steps to ensure plant, equipment and systems of work are safe.
* Ensure that the Centre provides adequate training, information, instruction, induction and supervision to enable everyone in the Centre to be safe.
* Maintain the premises in a condition that is safe and without significant risk.
* Provide a working environment that is safe and healthy.
* Provide adequate welfare facilities for staff & pupils.
* In their critical friend role, maintain an interest in all the health and safety matters.
* Review and monitor the effectiveness of this policy.

The **Head Teacher/Principal** is responsible for the day to day running of the Centre. They will:

* Promote a positive, open health and safety culture in Centre
* Report to the Director/Head of Centre on key health and safety issues
* Seek advice from other organisations or professionals, such as the Health and Safety Executive, safety advisers etc. as and when necessary
* Ensure that all staff co-operate with the policy
* Devise and implement safety procedures
* Ensure that risk assessments are reviewed on an annual basis
* Ensure relevant staff have access to appropriate training
* Meet with the Facilities Manager every week to ensure any building/grounds issues are dealt with in a timely manner

**Senior Management** within the Centre will support the Head Teacher/Principal in their role. They will:

* Ensure risk assessments are accurate, suitable and reviewed annually
* Deal with any hazardous practices, equipment or building issues and report to the head teacher/Principal if they remain unresolved
* Provide a good example, guidance and support to staff on health and safety issues
* Carry out a health and safety induction for all staff and keep records of that induction
* Keep up to date with new developments in Health and Safety issues for Centres
* Carry out investigations into accidents and produce reports / statements for any civil or criminal action which may arise
* Ensure any contractors on site are competent in health and safety matters

The **Health and Safety Officers are** responsible for day to day maintenance and other buildings / grounds issues. They will:

* Ensure that any work that has health and safety implications is prioritised
* Report any concerns regarding unresolved hazards in Centre to the senior management team immediately
* Ensure that all work under their control is undertaken in a safe manner
* Carry out a daily check of the grounds and building to spot any disrepair or other hazards such as broken glass etc. in the play areas
* Ensure that all cleaning staff are aware of safe working practices, especially regarding reporting of hazards, the use of hazardous substances and manual handling
* Carry out a weekly test of the fire alarm
* Ensure all contractors are ‘inducted’ and shown the relevant risk assessments, asbestos records and are made aware of any fragile roofs or other hazards in the areas where they will be working
* Fully co-operate with health and safety arrangements during larger building projects

**All Centre Staff** will:

* Read the Health and Safety Policy
* Comply with the Centre’s health and safety arrangements
* Take reasonable care of their own and other people’s health and safety
* Leave the classroom / playground / office in a reasonably tidy and safe condition
* Follow safety instructions when using equipment
* Supervise pupils and advise them on how to useequipment safely
* Report practices, equipment or physical conditions that may be hazardous to their line manager and/or the appropriate member of staff
* Follow the accident reporting procedure (which is a separate document)
* Contribute to and highlight any gaps in the Centre’s risk assessments

In accordance with the Centre’s rules and procedures on discipline, **Pupils** will:

* Follow safety and hygiene rules intended to protect the health and safety of themselves and others
* Follow safety instructions of teaching and support staff, especially in an emergency

**Arrangements**

**Accidents and Incident Reporting**

* The accident reporting procedure and all the associated paperwork can be found in the Centre’s Incident and Accident Books

**Administration of Medicines**

* Medication is only administered to pupils when the parental consent form has been completed
* The medicine will be administered by one nominated member of staff for each pupil and appropriate records kept
* Medicines are only administered during Centre time when they have been prescribed by a child’s GP or other relevant medical professional
* Medicines are kept in a locked cupboard in the Centre office
* The only exceptions to this are asthma medication and ‘epipens’ (following discussion with parents) which may be kept in appropriate locations, out of the reach of other pupils, as appropriate
* The doses administered during the Centre day are to be kept to the minimum, e. g. a course of antibiotics requiring four doses a day - only one dose (lunchtime) will normally need to be administered at Centre

**Asbestos**

* All staff have been made aware of the location of any asbestos in Centre
* All contractors must sign to say they have seen the register before starting work on site

**Control of Hazardous Substances**

* The use of hazardous substances in Centre will be kept to a minimum
* The Health and Safety Officer (with appropriate support from senior managers) will complete a COSHH assessment for all hazardous substances used on site
* The associated procedures and control measures will be funded and enforced

**Educational Visits**

* All off site trips will be subject to risk assessment and records kept on Health and Safety Folder

**Electrical Testing**

* All items of portable electrical equipment at the Centre are inspected and checked annually (PAT Testing).

**Fire Safety & Evacuation of the Building**

* Fire exits have appropriate signage
* Plans showing exit routes are displayed by the door of eachclassroom
* A fire drill is practised and documented once a term by Fire Department/Agency
* Evacuation times and any issues which arise are reported to the Head of Centre
* Fire extinguishers are checked annually by Fire Department/Agency
* A separate fire safety policy and risk assessment has been produced

**First Aid Provision**

* The Centre has carried out a first aid risk assessment to ascertain the required number of first aiders and the location / number of first aid kits
* Portable first aid kits are taken on educational visits
* If the risk assessment dictates that it is necessary, a qualified first aider will be present on the trip.

**Food Technology (Primary)**

* Cooking equipment including ovens and hobs will only be used if fire precautions and appropriate risk assessments are in place
* Staff must be satisfied that the tasks undertaken are appropriate for the pupils concerned
* Close supervision will be appropriate for riskier parts of the cooking process, i.e. taking food in or out of hot ovens

**Lifts & Hoists**

* All passenger lifts and hoists for disabled pupils are inspected by a competent engineer on a six monthly basis
* Lifting equipment not used to lift people is inspected on an annual basis

**Manual Handling**

* Pupils and staff must only lift equipment and furniture within their own individual capability
* Manual handling training will be provided for appropriate members of staff including, if necessary, include how to lift pupils safely.

 **Risk Assessment**

* The Centre maintains a comprehensive set of risk assessments that cover curriculum based activities in Centre; Centre visits and the running of the Centre building and grounds
* The management team will take steps to ensure that appropriate staff are aware of the risk assessments appropriate to their role and will monitor compliance with control measures specified in the risk assessments
* All risk assessments are reviewed on an annual basis (except risk assessments for Centre trips which should be reviewed each time the trip takes place)

**Slips Trips and Falls on the Level**

* The potential for slips trips and falls in Centre has been risk assessed and appropriate controls have been put in place
* This includes working procedures for mopping floors, absorbent floor mats near entrances and regular hazard spotting inspections

**Supervision of Pupils**

* Sensible, safe behaviour will be promoted to pupils by all members of staff
* Dangerous or risky behaviour displayed by pupils will be addressed and dealt within the Centre rules
* Pupils will only be allowed into or stay in classrooms under adult supervision
* Appropriate supervision of cloakrooms and toilet access will be in place at busy times

**Training**

* Health and Safety Training Needs are assessed as part of individual’s annual review
* Training needs may also be identified as part of a risk assessment process

**Working at Height**

* Teaching and other staff who assist in putting up displays in Centre have been given appropriate in-house training and advised that they must:
	+ Use appropriate access equipment - step ladders, kick stools etc.
	+ Wear flat shoes whilst putting up displays
	+ Not climb on furniture to put up displays

**SPECIAL NEEDS AND DISABILITY POLICY**

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Daffodil Preparatory School recognizes its responsibility to ensure that all learners are safe from harm and discrimination and not disadvantaged because of their disability.

Definition: *“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to day activities”.* This includes pupils with sight, hearing, mobility and manual problems, speech impairment, mental health and disabling medical conditions.

In summary, a learning difficulty is when a child has greater difficulty in learning than the majority of children of the same age, has a disability which hinders or prevents learning.

Acts: *the DDA (Disability Discrimination Act) 1995 amended by the Special Educational Needs and Disability Act 2001 and further amended by The DDA (Disability Discrimination Act) 2005*.

**POLICY**

Daffodil Preparatory School has a “no discrimination” policy for disabled pupils and prospective pupils by reason of a disability unless there is substantial reason for justifiable discrimination under the legislation which thereby makes it lawful. Where DAFFODIL PREPARATORY SCHOOL has accepted learners with disabilities they shall not be treated less favourably in its educational practices.

The Centre will make every effort to make parents comfortable about disclosing information concerning their child’s disability so that staff who need to know are aware of its implications.

Registration documents and medical forms ask for information (where applicable) on known allergies, special dietary needs, current medication and any current medical conditions.

Requests for confidentiality shall be heeded, whether from the parents or child. The Centre will always handle any information about disabilities in a sensitive and personal manner so that parents will hopefully be willing to allow those who are working with such children to have the knowledge they need to know.

Within the long term strategy of the Centre, there are plans to further improve facilities for inclusion and the accessibility of learners with disabilities into the building. Bullying is strictly forbidden and efforts will be made to ensure that all learners with protected characteristics are protected from harm or discrimination

The Centre has Health and Safety and Fire Safety precautions and Risk assessments to ensure that all learners are protected from harm whilst they are within the Centre premises.

**SPECIAL EDUCATIONAL NEEDS**

By the Disability Discrimination Act and the SEN Code of Practice, Daffodil Preparatory School has a duty to ensure that learners’ needs identified through initial assessment and confidential disability declarations are addressed and accommodated in teaching and learning activities and individual specific support mechanisms in the Centre’s learning strategy.

Monitoring shall be done to evaluate the effectiveness of support given. However, such disability declarations, when disclosed to individual personal tutors, shall be treated as confidential and shall not be disclosed to those who have no need to have knowledge of such confidential information about a child’s disability. By this policy, Daffodil Preparatory School shall ensure to make provision to meet the special educational needs of individual children (a child has special educational needs if he or she has a statement that identifies a learning difficulty which calls for special educational provision).

As a policy, Daffodil Preparatory School shall accept children who have special educational needs if it is felt that the resources available are able to cater for and provide an adequate education for the child in question. Under the legal duties imposed on schools concerning special needs, educational provision can be given “so long as that (it) is compatible with the efficient education of other children”.

* Daffodil Preparatory School shall ensure that there is close co-operation, co-ordination and communication with the child’s parents as an integral part of support programme for the child and shall work with social services when necessary.
* The Centre shall ensure that learners on SEN programmes are closely monitored and continue to have regular and more frequent testing than those of average ability. Annual reviews are required and essential so that progress is maintained.
* Special Tuition would be part of the SEN programme and occur regularly on the child’s timetable.

**Safeguarding Policy**

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**Introduction**

This policy applies to all adults, including volunteers, working in or on behalf of the Daffodil Preparatory School

Everyone working in or for our Centre service shares an objective to help keep children and young people safe by contributing to:

 providing a safe environment for children and young people to learn and develop in our Centre setting, and

* identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our Centre setting’

***This policy should be read in conjunction with Keeping Children Safe in Education, DfE 2022 (KCSiE22) and with reference to the Education Inspection Framework, Ofsted 2021***.

***All staff should read ¬ Part One of Keeping Children Safe in Education 2022, together with Annex B of KCSiE 22, and ¬ DFE statutory guidance ‘Working Together to Safeguard Children’, and ¬ ‘What to do if you’re worried a child is being abused: Advice for practitioners’ (DfE March 2015).***

Safeguarding is defined in Keeping Children Safe in Education 2022 as:

* Protecting children from maltreatment;
* Preventing impairment of children’s mental and physical health or development;
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
* Taking action to enable all children to have the best outcomes.

**Centre Commitment**

Daffodil Preparatory School is committed to Safeguarding and Promoting the Welfare of all of its pupils*.* Each pupil’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at Centre, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considerate and sensitive approach in order that we can support all of our pupils.



**PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

1. **Safer Recruitment and Selection**

The Centre pays full regard to current DCSF guidance ‘Safeguarding Children and Safer Recruitment in Education’ Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the Centre who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau checks (Now Disclosure Barring Service).

In line with statutory changes, underpinned by regulations, the following will apply:

 a DBS Enhanced Disclosure is obtained for **all** new appointments to our Centre’s workforce.

 this Centre is committed to keep an up to date single central record detailing a range of checks carried out on our staff

 all new appointments to our Centre workforce who have lived outside the UK will be subject to additional checks as appropriate

 our Centre ensures that supply staff have undergone the necessary checks and will be made aware of this policy

 identity checks must be carried out on all appointments to our Centre workforce before the appointment is made, in partnership with the Newham (LA).

1. **Safeguarding Information for pupils**

All pupils in our Centre are aware of a number of staff who they can talk to. The Centre is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of Centre, their right to be listened to and heard and what steps can be taken to protect them from harm.

1. **Partnership with Parents**

The Centre shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The Head of Centre will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the Head of Centre. We make parents aware of our policy (copies given to parents) and parents are made aware that they can also view this policy on request.

1. **Partnerships with others**

Our Centre recognises that it is essential to establish positive and effective working relationships with other agencies such as the Newham Council, *Social Care, Police, Childline in Partnership with Centre, NSPCC, National Youth Advocacy Service, etc.)* There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

1. **Centre Training and Staff Induction**

The Centre’s senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter–agency working, (that is provided by Newham Council where appropriate and available in relation to Safeguarding and Child Protection and refresher training a yearly interval.

1. **Support, Advice and Guidance for Staff**

Staff will be supported by the *Centre including advice from Newham Council and professional associations.*

The designated senior person for Safeguarding/Child Protection will be supported by Principal: Jonathan Omani

1. **Related Centre Policies**

The Centre safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, Centre security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population’. *Safeguarding Children and Safer Recruitment in Education DfES 2007*

**Confidentiality**

Centre has regard to “Information Sharing: Practitioner’s guide” HM Government, 2006 [www.ecm.gov.uk/deliveringservices/informationsharing](http://www.ecm.gov.uk/deliveringservices/informationsharing)

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration.

**The Centre should have a clear and explicit confidentiality policy.**

The Centre policy should indicate:

* 1. **When information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm**
	2. **When the pupil’s and/or parent’s confidentiality must not be breached**
	3. **That information is shared on a need to know basis**

**Pupil Information**

Our Centre will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the Centre requires accurate and up to date information regarding:

 names and contact details of persons with whom the child normally lives

 names and contact details of all persons with parental responsibility (if different from above)

 emergency contact details (if different from above)

 details of any persons authorised to collect the child from Centre (if different from above)

 any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)

* if the child is or has been on the Child Protection Register or subject to a care plan  name and contact detail of G.P.
* any other factors which may impact on the safety and welfare of the child
1. **Roles and Responsibilities**

***Our Head of Centre will ensure that:***

 the Centre has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;

 the Centre operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;

 the Centre has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter- agency procedures;

 a senior member of the Centre’s leadership team is designated to take lead responsibility for child protection (and deputy);

 staff undertake appropriate child protection training;

 they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;

  where services or activities are provided on the Centre premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Centre on these matters where appropriate.

***Our Head of Centre will:***

 the policies and procedures adopted by the Director or Proprietor are fully implemented, and followed by all staff;

 sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and

 all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

***Senior Member of Staff with Designated Responsibility for Child Protection will:***

**Referrals**

* refer cases of suspected abuse or allegations to the relevant investigating agencies;
* act as a source of support , advice and expertise within the educational establishment;

 liaise with the Head of Centre to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

**Training**

 recognise how to identify signs of abuse and when it is appropriate to make a referral;

 ensure that all staff have access to and understand the Centre’s child protection policy;

 ensure that all staff have induction training;

 keep detailed accurate secure written records and/or concerns

 obtain access to resources and attend any relevant or refresher training courses at least every two years.

**Raising Awareness**

 ensure the child protection policy is updated and reviewed annually and work with the Director regarding this;

 ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;

 where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new Centre separately from the main pupil file.

***All staff and volunteers will:***

* fully comply with the Centre’s policies and procedures
* attend appropriate training
* inform the designated person of any concern

**IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Teachers and other adults in Centre are well placed to observe any physical, emotional or behavioral signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or Centre staff being alerted to concerns.

**Definitions**

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioral development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill- treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger.

They may be abused by an adult or adults or another child or children.

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

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect** is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

 provide adequate food and clothing, shelter (including exclusion from home or abandonment)

* protect a child from physical and emotional harm or danger
* ensure adequate supervision (including the use of inadequate caretakers) ensure access to appropriate medical care or treatment.
* It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT CENTRE AND AT HOME**

All staff follows the Centre Child Protection Procedures which are consistent with ‘Working Together to Safeguard Children’ and ‘What to do if you are worried a child is being abused’

It is not the responsibility of the Centre staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1. **Staff must immediately report:**

 any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play

 any explanation given which appears inconsistent or suspicious

 any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)

 any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment

 any concerns that a child is presenting signs or symptoms of abuse or neglect any significant changes in a child’s presentation, including non-attendance

 any hint or disclosure of abuse from any person

 any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

**2. Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. Centre recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Pupils with communications difficulties shall be supported by Centre staff designated for safeguarding.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

**Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

 Staff will:

 listen to and take seriously any disclosure or information that a child may be at risk of harm

 try to ensure that the person disclosing does not have to speak to another member of Centre staff

 clarify the information

 try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened ?’ rather than ‘Did x hit you?’

 try not to show signs of shock, horror or surprise

 not express feelings or judgments regarding any person alleged to have harmed the child

 explain sensitively to the person that they have a responsibility to refer the information to the senior designated person

 reassure and support the person as far as possible  explain that only those who ‘need to know’ will be told

 explain what will happen next and that the person will be involved as appropriate

1. **Action by the Designated Senior Person (or other senior person in their absence)**

Following any information raising concern, the senior designated person will consider:  any urgent medical needs of the child

* discussing the matter with other agencies involved with the family
* consulting with appropriate persons e.g. Safeguarding Officer, Social Care the child‘s wishes

**Then decide:**

* wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
* whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately OR not to make a referral at this stage
* if further monitoring is necessary
* if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

**1. Action following a child protection referral**

The designated senior person or other appropriate member of staff will:

* make regular contact with the Social worker involved to stay informed
* wherever possible, contribute to the Strategy Discussion
* provide a report for, attend and contribute to any subsequent Child Protection Conference
* if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
* where possible, share all reports with parents prior to meetings
* where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Officer for Learning or the Manager of the Child Protection and Review Unit (Newham Council).
* where a child on the child protection register moves from the Centre or goes missing, immediately inform the key worker in Social Care

1. **Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

**2. Supporting the Child and Partnership with Parents**

* Centre recognises that the child’s welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
* Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
* We will provide a secure, caring, supportive and protective relationship for the child Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
* We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child
* Allegations regarding person(s) working in or on behalf of Centre (including volunteers)
* Where an allegation is made against any person working in or on behalf of the Centre that he or she has:
	1. Behaved in a way that has harmed a child or may have harmed a child

b. Possibly committed a criminal offence against or related to a child or

c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Centre Safeguarding and Child Protection Policy. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

**Initial Action**

 The person who has received an allegation or witnessed an event will immediately inform the Head of Centre/Designated Person and make a record

 In the event that an allegation is made against the Head of Centre the matter will be reported to the Director.

 The Head of Centre will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs

 The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children

 The Head of Centre may need to clarify any information regarding the allegation; however no person will be interviewed at this stage

* The Head of Centre will consult with the Local Authority Designated Officer (Newham Council)

 Consideration will be given throughout to the support and information needs of pupils, parents and staff The Head of Centre will inform the Director of any allegation.

**Appendix 1** - **CONTACTS**

|  |
| --- |
| **Local Authority Designated Officer** (LADO) of Newham Council |
|  |
| **CONTACT LADO****If you need to contact your Local Authority Designated Officer (LADO), please contact Nick Pratt on:****Telephone: 0203 3733803****Email:**[**Nick.Pratt@Newham.gov.uk**](https://www.newhamscp.org.uk/lado-safer-recruitment/Nick.Pratt%40Newham.gov.uk)**or Secure Email:****Secure email:****nick.pratt@newham.gov.uk.cjsm.net****Email**[**LSCB.Administrator@newham.gov.uk**](https://www.newhamscp.org.uk/lado-safer-recruitment/LSCB.Administrator%40newham.gov.uk) |

**Accessing Pupils' Information**

Date Published: 22 September 2019

Review Date: 10 March 2023

Next Review Date: 10 March 2024

**Accessing pupils' information**

Pupils attending Daffodil Preparatory School have a right of access under the Data Protection Act 1998 to their own information. This is known as the right of subject access. When a child cannot act for themselves or the child gives permission, parents will be able to access this information on their behalf.

**Information that parents can access**

Although Daffodil Preparatory School is an independent establishment it would help to give such information to parents if requested. This will cover information such as the records of the pupil’s academic achievements as well as correspondence from teachers, local education authority employees and educational psychologists engaged by the Daffodil Preparatory School’s governing body. It may also include information from the child and from you, as a parent. Information provided by the parent of another child would not form part of a child’s educational record.

**As a parent, how can I access my child’s educational record?**

In England and Northern Ireland a parent should make the request in writing to the proprietor as we are an independent institution.

**How long should this take?**

A request for an educational record will receive a response within 15 days.

**How much will it cost?**

The Centre can charge what it costs to supply a copy of the information. It is free for a parent to view the educational record.

**As a parent, when can I request other information about my child?**

You will be able to access all the information about your child if your child is unable to act on their own behalf or gives their permission. As a general guide, a child of 12 or older is expected to be mature enough to make this kind of request.

**As a parent, are there circumstances where I could be denied access to my child’s educational record?**

There are certain circumstances where Daffodil Preparatory School can withhold an educational record; for example, where the information might cause serious harm to the physical or mental health of the pupil or another individual.

The request for access would also be denied if it would mean releasing examination marks before they are officially announced.

**As a pupil, what rights do I have to access my information?**

You (or someone acting on your behalf) have the right to a copy of your own information. This is known as the right of subject access. However, we may withhold information in certain circumstances, such as where serious harm may be caused to your physical or mental health or another individual, or where the request is for an exam script or for exam marks before they are officially announced.

**As a pupil, how should I request information and how long will it take?**

You should make your request in writing to the proprietor of Daffodil Preparatory School (the Centre).

**As a pupil, how much will it cost?**

For your educational record, it depends on the number of pages provided. For example, 1 to 19 pages will cost £1.20; 29 pages will cost £2, and so on, up to a maximum of 500+ pages which will cost £50. If the request is for other information excluding the educational record then the maximum charge is £10.

**What if the information you want involves information about another person?**

Information about another person may not always be available to you. Unless the other person gives their permission, or it is reasonable in the circumstances to provide the information without

**EQUALITY POLICY**

1. Date Published: 22 September 2019
2. Review Date: 10 March 2023
3. Next Review Date: 10 March 2024

## Introduction

### Legislative context

This policy has been developed in response to the Equality Act 2010 and replaces previous policies relating to race, gender and disability equality. It has been designed to help the Centre meet the duty to:

* 1. Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
	2. Advance equality of opportunity between those who have a protected characteristic and those who do not.
	3. Foster good relations between those who share a protected characteristic and those who do not.

### Protected characteristics

The Equality Act defines nine protected characteristics, of which the following are potentially applicable to the Centre community (learners, staff and directors) are:

* Age (as an employer but not applicable to pupils)
* Disability
* Sex
* Gender reassignment
* Race
* Pregnancy and maternity
* Religion or belief
* Sexual orientation

## General principles

Staff and Directors will:

* + Actively promote equality of opportunity in all areas of academic life.
	+ Ensure that members of the centre community know their rights, and respect the rights of others.
	+ Aim to ensure that prejudice or discrimination in all its forms is actively rejected.
	+ Raise awareness of equality issues for all members of the Centre community, and through our links with the local community.
	+ Establish strategies to ensure equal access to the curriculum and enable each individual to fulfil his/her potential regardless of ability, gender, race, disability, religion or sexual orientation

## Practice and policy

Equality and diversity principles based on the above aims will be embedded in our daily practices, policies and the processes of decision-making, including:

* + Admissions, induction and attendance.
	+ Learners’ progress and achievement.
	+ Learners’ personal development and wellbeing, particularly in relation to safeguarding.
	+ Parental involvement.
	+ Working with the wider community.
	+ Behaviour management.
	+ Staff recruitment and professional development.
	+ Curriculum access and participation.
	+ Teaching styles and strategies.

## Policy Commitments

### Curriculum

We aim to provide all our Learners with the opportunity to succeed. To achieve this we will ensure that:

* + Curriculum planning reflects a commitment to equality;
	+ The curriculum prepares Learners for life in a diverse society and uses opportunities to reflect the background and experience of Learners and their families in the centre;
	+ There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
	+ Attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language are promoted wherever possible;
	+ Images and materials used in the delivery of the curriculum positively reflect a range of cultures, identities and lifestyles.

### Progress and Achievement

There are consistently high expectations of all Learners regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes:

* + Staff will be expected to provide positive role models in their approach to all issues relating to equality of opportunity;
	+ The particular needs of individuals and groups within the Centre will be identified, and targeted interventions used to narrow gaps in achievement;
	+ A range of teaching methods will used throughout the Centre to ensure that effective learning takes place at all stages for all pupils.
	+ All Learners are actively encouraged to engage fully in their own learning.

### Centre ethos and culture

* + We aim to achieve an ethos of inclusion, openness and tolerance which welcomes everyone to the Centre community and encourages mutual respect;
	+ Reasonable adjustments will be made to ensure access for Learners, staff and visitors (including parents) with disabilities (in line with JCQ guidance).
	+ Learners’ views are actively encouraged and respected. Learners are given an effective voice.
	+ Positive role models are used throughout the Centre to ensure that different groups of pupils feel welcomed and included.

### Staff Recruitment and Professional Development

* + All posts are advertised formally and open to the widest pool of applicants;
	+ Those involved in recruitment and selection are appropriately trained and aware of the need to avoid discrimination and ensure equality of opportunity.
	+ Equalities policy and practice is covered in all staff inductions;
	+ Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

### Countering and challenging harassment and bullying

The centre:

* + counters and challenges all types of discriminatory behaviour and this stance is made clear to staff, Learners, parents and directors;
	+ has a clear, agreed procedure for dealing with prejudice-related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
	+ reports to Directors and the Local Authority on an annual basis the number of prejudice related incidents recorded in the centre

### Partnerships with parents and the wider community

The centre aims to work in partnership with parents. We will:

* + Encourage all parents to participate in the life of the Centre;
	+ Maintain good channels of communication, ensuring parents’ views are captured to inform practice.

## Roles and responsibilities

### The Principal and Senior Leadership Team will:

* + oversee the effective implementation of the policy,
	+ ensure staff have access to training which helps to implement the policy,
	+ report to the Board of Directors annually on the effectiveness of this policy,
	+ keep up to date with any development affecting the policy or actions arising from it.

The *Director* will:

* + ensure that the objectives arising from the policy are part of the Centre Development Plan,
	+ support the Principal and the Senior Leadership Team in implementing the policy,
	+ evaluate and review the policy every two years and the equality objectives every 4years.

*Learners* will be:

* + involved in the further development of the policy and objectives,
	+ encouraged to actively support the policy and expected to act in accordance with it

*Parents* will be:

* + encouraged to actively support the policy,
	+ informed of any incident related to this policy which could directly affect their child

*Centre staff* will be:

* + made fully aware of the Equality Policy and how it relates to them,
	+ involved in the further development of the policy and objectives,
	+ encouraged to actively support the policy and expected to act in accordance with it,
	+ encouraged to make known any queries or training requirements.

## Equality Objectives

Taking into account the views of Learners, parents, staff and community together with analysis of available information, specific and measurable objectives will be set that will help the Centre to achieve the aims of the general equality duty. These will be reviewed every 4 years and reported to the Directors.

## Monitoring and evaluation

The implementation of this policy will be monitored and evaluated by the Learners, Staff and Parents. The policy will be reviewed every year.

**Information for Parents**

Date Published: 22 September 2019

Review Date: 10 March 2023

Next Review Date: 10 March 2024

**Accessing pupils' information**

Pupils attending DAFFODIL PREPARATORY SCHOOL have a right of access under the Data Protection Act 1998 to their own information. This is known as the right of subject access. When a child cannot act for themselves or the child gives permission, parents will be able to access this information on their behalf.

**Information that parents can access**

Although DAFFODIL PREPARATORY SCHOOL is an independent establishment it would help to give such information to parents if requested. This will cover information such as the records of the pupil’s academic achievements as well as correspondence from teachers, local education authority employees and educational psychologists engaged by the school’s governing body. It may also include information from the child and from you, as a parent. Information provided by the parent of another child would not form part of a child’s educational record.

**As a parent, how can I access my child’s educational record?**

In England and Northern Ireland a parent should make the request in writing to the proprietor as we are an independent institution.

**How long should this take?**

A request for an educational record will receive a response within 15 school days.

**How much will it cost?**

The Centre can charge what it costs to supply a copy of the information. It is free for a parent to view the educational record.

**As a parent, when can I request other information about my child?**

You will be able to access all the information about your child if your child is unable to act on their own behalf or gives their permission. As a general guide, a child of 12 or older is expected to be mature enough to make this kind of request.

**As a parent, are there circumstances where I could be denied access to my child’s educational record?**

There are certain circumstances where the school can withhold an educational record; for example, where the information might cause serious harm to the physical or mental health of the pupil or another individual.

The request for access would also be denied if it would mean releasing examination marks before they are officially announced.

**As a pupil, what rights do I have to access my information?**

You (or someone acting on your behalf) have the right to a copy of your own information. This is known as the right of subject access. However, we may withhold information in certain circumstances, such as where serious harm may be caused to your physical or mental health or another individual, or where the request is for an exam script or for exam marks before they are officially announced.

**As a pupil, how should I request information and how long will it take?**

You should make your request in writing to the proprietor of Daffodil Preparatory School

**As a pupil, how much will it cost?**

For your educational record, it depends on the number of pages provided. For example, 1 to 19 pages will cost £1.20; 29 pages will cost £2, and so on, up to a maximum of 500+ pages which will cost £50. If the request is for other information excluding the educational record then the maximum charge is £10.

**What if the information you want involves information about another person?**

Information about another person may not always be available to you. Unless the other person gives their permission, or it is reasonable in the circumstances to provide the information without

**Centre Commitment**

#### Providing a Safe and Supportive Environment

1. Safer Recruitment and Selection
2. Safe Practice
3. Safeguarding Information for Pupils
4. Partnership with Parents
5. Partnership with Others
6. Centre Training and Staff Induction
7. Support, Advice and Guidance for Staff
8. Related Centre Policies
9. Pupil Information

Roles and Responsibilities: *Head of Centre*

*Designated Senior Person All Staff and Volunteers*

#### Taking Action to Ensure that Children are Safe at Centre and at Home

1. Staff will immediately report
2. Responding to Disclosure
3. Action by Designated Senior Person
4. Action following a Child Protection referral
5. Recording and Monitoring
6. Supporting the Child and Partnership with Parents

**INTRODUCTION**

#### This policy applies to all adults, including volunteers, working in or on behalf of the DAFFODIL PREPARATORY SCHOOL.

Everyone working in or for our Centre service shares an objective to help keep children and young people safe by contributing to:

 providing a safe environment for children and young people to learn and develop in our Centre setting, and

 identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our Centre setting’

# CENTRE COMMITMENT

DAFFODIL PREPARATORY SCHOOL is committed to Safeguarding and Promoting the Welfare of all of its pupils*.* Each pupil’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at Centre, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.



## PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. **Safer Recruitment and Selection**

The Centre pays full regard to current DCSF guidance ‘Safeguarding Children and Safer Recruitment in Education’ Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the Centre who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau checks (Now Disclosure Barring Service).

In line with statutory changes, underpinned by regulations, the following will apply:

 a DBS Enhanced Disclosure is obtained for **all** new appointments to our Centre’s workforce.

 this Centre is committed to keep an up to date single central record detailing a range of checks carried out on our .

 all new appointments to our Centre workforce who have lived outside the UK will be subject to additional checks as appropriate

 our Centre ensures that supply staff have undergone the necessary checks and will be made aware of this policy

identity checks must be carried out on all appointments to our Centre workforce before the appointment is made, in partnership with the Tower hamlets (LA).

# Safeguarding Information for pupils

All pupils in our Centre are aware of a number of staff who they can talk to. The Centre is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of Centre, their right to be listened to and heard and what steps can be taken to protect them from harm.

# Partnership with Parents

The Centre shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The Head of Centre will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the Head of Centre. We make parents aware of our policy (copies given to parents) and parents are made aware that they can also view this policy on request.

**Partnerships with others**

Our Centre recognises that it is essential to establish positive and effective working relationships with other agencies such as the Newham Council, *Social Care, Police, Childline in Partnership with Centre, NSPCC, National Youth Advocacy Service, etc.)* There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

# Centre Training and Staff Induction

The Centre’s senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter–agency working, (that is provided by Newham Council where appropriate and available in relation to Safeguarding and Child Protection and refresher training a yearly interval.

Support, Advice and Guidance for Staff

Staff will be supported by the *Centre including advice from Newham and professional associations.*

The designated senior person for Safeguarding/Child Protection will be supported by

The Principal: Jonathan Omani

# Related Centre Policies

The Centre safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, Centre security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population’. *Safeguarding Children and Safer Recruitment in Education DfES 2007*

## Confidentiality

Centre has regard to “Information Sharing: Practitioner’s guide” HM Government, 2006 [www.ecm.gov.uk/deliveringservices/informationsharing](http://www.ecm.gov.uk/deliveringservices/informationsharing)

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration. “

#### The Centre should have a clear and explicit confidentiality policy.

The Centre policy should indicate:

**When information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm**

When the pupil’s and/or parent’s confidentiality must not be breached

That information is shared on a need to know basis

**Pupil Information**

Our Centre will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the Centre requires accurate and up to date information regarding:

 names and contact details of persons with whom the child normally lives

 names and contact details of all persons with parental responsibility (if different from above)

 emergency contact details (if different from above)

 details of any persons authorised to collect the child from Centre (if different from above)

 any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)

 if the child is or has been on the Child Protection Register or subject to a care plan  name and contact detail of G.P.

 any other factors which may impact on the safety and welfare of the child

Roles and Responsibilities

Our Head of Centre will ensure that:

 the Centre has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;

 the Centre operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;

 the Centre has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter- agency procedures;

 a senior member of the Centre’s leadership team is designated to take lead responsibility for child protection (and deputy);

 staff undertake appropriate child protection training;

 they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;

 where services or activities are provided on the Centre premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Centre on these matters where appropriate.

### Our Head of Centre will:

 the policies and procedures adopted by the Director or Proprietor are fully implemented, and followed by all staff;

 sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and

* all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

### Senior Member of Staff with Designated Responsibility for Child Protection will:

**Referrals**

* + refer cases of suspected abuse or allegations to the relevant investigating agencies;

act as a source of support , advice and expertise within the educational establishment;

 liaise with the Head of Centre to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

**Training**

 recognise how to identify signs of abuse and when it is appropriate to make a referral;

 ensure that all staff have access to and understand the Centre’s child protection policy;

 ensure that all staff have induction training;

 keep detailed accurate secure written records and/or concerns

 obtain access to resources and attend any relevant or refresher training courses at least every two years.

**Raising Awareness**

 ensure the child protection policy is updated and reviewed annually and work with the Director regarding this;

 ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;

 where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new Centre separately from the main pupil file.

### All staff and volunteers will:

* fully comply with the Centre’s policies and procedures
* attend appropriate training
* inform the designated person of any concerns

**IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Teachers and other adults in Centre are well placed to observe any physical, emotional or behavioral signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or Centre staff being alerted to concerns.

## Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioral development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill- treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger.

They may be abused by an adult or adults or another child or children.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding,

drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect** is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

 provide adequate food and clothing, shelter (including exclusion from home or abandonment)

 protect a child from physical and emotional harm or danger

 ensure adequate supervision (including the use of inadequate caretakers) ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT CENTRE AND AT HOME**

All staff follow the Centre Child Protection Procedures which are consistent with ‘Working Together to Safeguard Children’ and ‘What to do if you are worried a child is being abused’

It is ***not*** the responsibility of the Centre staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Staff must immediately report:

 any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play

 any explanation given which appears inconsistent or suspicious

 any behaviors which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)

 any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment

* any concerns that a child is presenting signs or symptoms of abuse or neglect
* any significant changes in a child’s presentation, including non-attendance
* any hint or disclosure of abuse from any person
* any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

**Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. Centre recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Pupils with communications difficulties shall be supported by Centre staff designated for safeguarding.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

**Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

 Staff will:

 listen to and take seriously any disclosure or information that a child may be at risk of harm

 try to ensure that the person disclosing does not have to speak to another member of Centre staff

 clarify the information

 try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened ?’ rather than ‘Did x hit you?’

 try not to show signs of shock, horror or surprise

 not express feelings or judgments regarding any person alleged to have harmed the child

 explain sensitively to the person that they have a responsibility to refer the information to the senior designated person

 reassure and support the person as far as possible  explain that only those who ‘need to know’ will be told

 explain what will happen next and that the person will be involved as appropriate

Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:  any urgent medical needs of the child

 discussing the matter with other agencies involved with the family

 consulting with appropriate persons e.g. Safeguarding Officer, Social Care  the child‘s wishes

Then decide:

 wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk

 whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately ***OR*** not to make a referral at this stage

* if further monitoring is necessary
* if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

**Action following a child protection referral**

The designated senior person or other appropriate member of staff will:

 *make regular contact with the Social worker involved to stay informed*

 wherever possible, contribute to the Strategy Discussion

 provide a report for, attend and contribute to any subsequent Child Protection Conference

 if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences

 where possible, share all reports with parents prior to meetings

 where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Officer for Learning or the Manager of the Child Protection and Review Unit (Newham).

 where a child on the child protection register moves from the Centre or goes missing, immediately inform the key worker in Social Care

**Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

Supporting the Child and Partnership with Parents

 Centre recognises that the child’s welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents

 Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

 We will provide a secure, caring, supportive and protective relationship for the child  Children will be given a proper explanation (appropriate to age & understanding) of

what action is being taken on their behalf and why

 We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of Centre (including volunteers)

Where an allegation is made against any person working in or on behalf of the Centre that he or she 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 or

Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Centre Safeguarding and Child Protection Policy.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

**Initial Action**

* The person who has received an allegation or witnessed an event will immediately inform the Head of Centre/Designated Person and make a record
* In the event that an allegation is made against the Head of Centre the matter will be reported to the Director.
* The Head of Centre will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
* The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
* The Head of Centre may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
* The Head of Centre will consult with the Local Authority Designated Officer
	+ see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by Centre or if there needs to be a referral to social care and/or the police for investigation
* Consideration will be given throughout to the support and information needs of pupils, parents and staff
* The Head of Centre will inform the Director of any allegation.