



SAFEGUARDING & CHILD PROTECTION POLICY

**Les Ateliers
60 Clancarty Road
SW6 3AA London**

Safeguarding and Child Protection Policy Les Ateliers

This policy was originally written on 1st September 2013, reviewed by trustees in September 2014, 2015, 2016, 2017 and 2018.

The policy is to be reviewed by the Trustees by September 2019.

Ce document est disponible en français sur demande.

This policy is implemented in conjunction with the anti-bullying policy and the health and safety policy. It is available for carers and parents on the Ateliers' website or accessible as a hard copy on request.

1.0 Introduction

1.1 The management and staff of Les Ateliers fully recognise the responsibilities it has to safeguard children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

1.2 All teachers, supervisors and the management team believe that our clubs should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

1.3 All staff and the management team upholds the principle that all children whatever their age, culture, disability, gender, language, racial origin, religious beliefs, and/or sexual identity have the right to grow in a safe environment and to protection from abuse in any form.

1.4 The aims of this policy are:

1.4.1 to support the child's development in ways that will foster security, confidence and independence;

1.4.2 to raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;

1.4.3 to provide a systematic means of monitoring children known or thought to be at risk of harm;

1.4.4 to emphasise the need for good levels of communication between all members of staff;

1.4.5 to develop a structured procedure within the Ateliers which will be followed by all members of the Ateliers in cases of suspected abuse;

1.4.6 to ensure that all adults within our Ateliers who have access to children have been checked as to their suitability, and comply with the expected code of conduct

2.0 Procedures

2.1 Our Ateliers procedures for safeguarding children will be in line with national guidance (Working Together to Safeguard Children, HM Government, 2010) and the London Child Protection Procedures under the auspices of the Local Safeguarding Children's Board (LSCB) for Hammersmith and Fulham. We will ensure that:

2.1.1 we have a member of staff who will act in the designated teacher's absence;

- 2.1.2 all members of staff know how to respond to a pupil who discloses abuse;
- 2.1.3 all parents/carers are made aware of the responsibilities of staff members with regard to safeguarding/child protection procedures;
- 2.1.4 Les Ateliers will maintain a single central register of CRB checks on all members of staff;
- 2.1.5 All members of staff will be checked following safer recruitment procedures and police checks as necessary;
- 2.1.6 Les Ateliers will report staff to the Independent Safeguarding Authority
- 2.2 Our procedures will be regularly reviewed and updated.
- 2.3 All new members of staff will be given a copy of our safeguarding and child protection procedures as part of their induction into the Ateliers.

3.0 Responsibilities

- 3.1 The designated teacher is responsible for:
 - 3.1.1 adhering to LSCB and national guidance, London Child Protection Procedures, and school procedures with regard to referring a child if there are concerns about possible abuse (refer to appendix 1 for definitions of abuse and neglect);
 - 3.1.2 keeping written records of concerns about a child even if there is no need to make an immediate referral;
 - 3.1.3 ensuring that all such records include the summary of allegations, decisions reached and notes of actions taken and that these records are kept confidentially and securely and are separate from pupil records;
 - 3.1.4 ensuring that an indication of further record-keeping is marked on the pupil records;

4.0 Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.
- 4.2. We recognise that Les Ateliers may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Les Ateliers will support all pupils by:
 - 4.4.1 encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
 - 4.4.2 promoting a caring, safe and positive environment within the school;
 - 4.4.3 liaising and working together with all other support services and those agencies involved in the safeguarding of children;
 - 4.4.4 notifying Family Services as soon as there is a concern that warrants this;
 - 4.4.5 providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate

information is forwarded under confidential cover to the pupil's new school.

5.0 Confidentiality

5.1 We recognise that all matters relating to Child Protection are confidential.

5.2 The Administrators or the Trustees will disclose any information about a pupil to other members of staff on a need to know basis only.

5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.0 Supporting Staff

6.1 We recognise that staff working in the Ateliers who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

6.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

7.0 Allegations against staff

7.1 We understand that a pupil may make an allegation against a member of staff, and in this event there are other factors to consider as outlined in Working Together (2010 – chapter 6) for managing allegations against people who work with children

7.2 If such an allegation is made, the member of staff receiving the allegation will immediately inform the trustees.

7.3 The trustees on all such occasions will discuss the content of the allegation with the Local Authority's Designated Officer for Child Protection (known as LADO).

7.4 If the allegation made to a member of staff concerns the trustees or administrators, the designated teacher will immediately inform the Local Authority's Designated Officer for Child Protection.

7.5 The Ateliers will follow DfE guidance on procedures for managing allegations against staff, a copy of which will be readily available in the school.

8.0 Whistleblowing

8.1 We recognise that children cannot be expected to raise concerns in an environment where members of staff fail to do so.

8.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

9.0 Physical Intervention

9.1 Staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person.

9.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10.0 Bullying

10.1 Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

11.0 Racist Incidents

11.1 Our policy on racist incidents acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures, and/or disciplinary procedures.

12.0 Prevention

12.1 We recognise that the Ateliers play a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2 The Ateliers community will therefore:

12.2.1 establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;

12.2.2 ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;

13.0 Health & Safety

13.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the Ateliers environment.

14.0 What staff should do if approached with information which may relate to child abuse:

14.1 Always listen to someone who wants to tell you about incidents or suspicions of abuse

Do not question, prompt, or lead the child/young person.

Do not express an opinion on what they're telling you.

Accept what the child/young person is telling you.

Affirm that the child/young person has done the right thing in telling you.

Never tell the child/young person that what they have told is a secret. Explain that you have a duty to pass on to people who can help.

14.2 Keep notes of what you are told, with details of times, dates and places mentioned

14.3 Always warn that you may not be able to keep what you are told confidential, but reassure that only those who need to know will be told

14.4 Ensure that you are clear regarding the facts of what you have been told

14.5 Immediately inform the administrators and trustees. Do not pass the information to another party

15.0 What pupils should do if they need advice or wish to discuss a problem:

15.1 You should usually talk to your teacher. You could also speak to a nurse in the school's Health Centre

15.2 You should bear in mind that, while some matters can remain confidential, there are others which the person you speak to will be obliged to report to their line manager. The person to whom you choose to speak will make you aware of this at the time

Appendix 1

Definitions from Working Together (2010):

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Physical abuse

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.

Emotional abuse

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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. 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 (including cyberbullying), 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.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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, clothing and 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 care-givers); or*
- ensure access to appropriate medical care or treatment;*

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

This policy was adopted by:	Date:
To be reviewed: September 2019	Signed: