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# New Mind School

# Safeguarding Children

# Policy

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## INTRODUCTION

New Mind is committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. We recognise that every child possesses a divine right to grow into their full potential physically, mentally, socially and spiritually. In Islam one of the principle names of God is *Rabb*, often translated as *Lord*.

*Rabb* signifies *the fostering of a thing in such a manner as to make it attain one condition after another until it reaches its goal of completion.*

New Mind School fully recognises its responsibilities in providing an environment where the process of *Rabb* can be facilitated for every child under our supervision. Hence, the School implements the following Child Protection Policy.

**New Mind's policy applies to all staff, volunteers and governors of the School. There are five main elements to our policy:**

1. Ensuring we practice safe recruitment in checking the suitability of staff, governors and volunteers to work with children.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
5. Establishing and maintaining a safe environment in which children can learn and develop.

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

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

# THE SCHOOL'S SAFEGUARDS FOR CHILD PROTECTION

**We will take account of guidance issued by the London Borough of Lambeth, DCSF and London Child Protection Committee to:**

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a designated deputy person for child protection who has received appropriate training and support for this role.
- Ensure that the Senior Child Protection Officer and Deputy Child Protection Officer will receive appropriate CP training every two years from the London Borough of Lambeth or otherwise.
- **Ensure that all staff will receive appropriate training every three years.**
- Ensure that the School reviews its Child Protection Policy at least once annually and in line with developments locally and nationally.
- Ensure we have a nominated New Mind Trust representative responsible for overseeing child protection arrangements at the School.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the Governing Body know the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in the School prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely and separate from the main pupil file and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff, governor or volunteer.
- Ensure safe recruitment practices are always followed: involving CRB (and List 99 checks where appropriate); staff physical and mental health declarations; a formal interview; a minimum of 2 references from the most recent employer or institution of learning; a request for and inspection of working history.

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

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The School Behaviour Policy and Anti-Bullying Policy which is aimed at supporting vulnerable pupils in the School. The School will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.



## The Role of the Proprietor and Governing Body

The School's Proprietor is the main representative of New Mind Trust and as such has more day-to-day involvement in the School than any other Trustee. He or she is accountable for ensuring the School has effective policies and procedures in place and that these are monitored to ensure there is compliance.

Neither the Trust as a body nor any individual Trustee can have a role in handling individual CP cases, nor should they know the details of cases except:

- i) when exercising their disciplinary functions in respect of allegations against a member of staff.
- ii) when there are legal matters involving the police or other matters that may engineer disrepute and provide reasonable grounds for the Trust to act towards ensuring the integrity of the School.
- iii) A trustee is a parent or legal guardian of a child involved in a case.

The Proprietor on behalf of the Trust will ensure that:

- i) The Child Protection Policy is reviewed and monitored regularly.
- ii) The School operates safe recruitment procedures and checks all staff and volunteers in line with guidance from the Local borough of Lambeth and the DCSF. CRB checks are mandatory for all levels of staff.
- iii) A senior member of the School's leadership team is designated to lead responsibility for dealing with child protection issues and works in liaison with the local borough department and other relevant agencies.
- iv) A deputy CP is designated, trained and available to act in the lead designated person's absence.
- v) Appropriate CP training is made available for all staff and updated for individuals at 3 yearly intervals (at the most). The designated person should have training at 2 yearly intervals (at the most) and should also access training in inter-agency working. Annual training will however be secured where appropriate and practical.
- vi) Any deficiencies in regards to the School's child protection procedures are brought to the attention of the Trust and remedied without delay.

## Definitions and indicators of abuse.

These are not to be used as a quick checklist for staff but a concern should be sensitively compared to these using judgments and if necessary reference to a colleague for a professional opinion.

<b>Indicators of Neglect</b>	<b>Indicators of Physical Abuse</b>
<ul style="list-style-type: none"> <li>• Hunger</li> <li>• Tiredness or listlessness</li> <li>• Poor clothing/unkempt</li> <li>• Poorly or inappropriate clothing for the weather</li> <li>• Poor school attendance/often late for school</li> <li>• Poor concentration</li> <li>• Affection or attention seeking behaviour</li> <li>• Untreated illnesses/injuries</li> <li>• Pallid complexion</li> <li>• Stealing or scavenging compulsively</li> <li>• Failure to achieve developmental milestones, for example growth, weight</li> <li>• Failure to develop intellectually or socially</li> <li>• Neurotic behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns of bruising; inconsistent account of how bruising or injuries occurred</li> <li>• Finger, hand or nail marks, black eyes</li> <li>• Bite marks</li> <li>• Round burn marks, burns and scalds</li> <li>• Lacerations, wealds</li> <li>• Fractures</li> <li>• Bald patches</li> <li>• Symptoms of drug or alcohol intoxication or poisoning</li> <li>• Unaccountable covering of limbs, even in hot weather</li> <li>• Fear of going home or parents being contacted</li> <li>• Fear of medical help</li> <li>• Fear of changing for PE</li> <li>• Inexplicable fear of adults or over-compliance</li> <li>• Violence or aggression towards others including bullying</li> <li>• Isolation from peers</li> </ul>
<b>Indicators of Sexual Abuse</b>	<b>Indicators of Emotional Abuse</b>
<ul style="list-style-type: none"> <li>• Sexually explicit play or behaviour or age-inappropriate knowledge</li> <li>• Anal or vaginal discharge, soreness or scratching</li> <li>• Reluctance to go home</li> <li>• Inability to concentrate, tiredness</li> <li>• Refusal to communicate, selective mutism</li> <li>• Thrush, Persistent complaints of stomach disorders or pains</li> <li>• Eating disorders, for example anorexia nervosa and bulimia</li> <li>• Attention seeking behaviour, self mutilation, substance abuse</li> <li>• Aggressive behaviour including sexual harassment or molestation</li> <li>• Unusually compliant</li> <li>• Regressive behaviour, Enuresis, soiling</li> <li>• Frequent or open masturbation, touching others inappropriately</li> <li>• Depression, withdrawal, isolation from peer group</li> <li>• Reluctance to undress for PE or swimming</li> <li>• Bruises, scratches in genital area</li> </ul>	<ul style="list-style-type: none"> <li>• Over-reaction to mistakes, continual self deprecation</li> <li>• Delayed physical, mental, emotional development</li> <li>• Sudden speech or sensory disorders</li> <li>• Inappropriate emotional responses, fantasies</li> <li>• Neurotic behaviour: rocking, banging head, regression, tics and twitches</li> <li>• Self harming, drug or solvent abuse</li> <li>• Fear of parents being contacted</li> <li>• Running away</li> <li>• Compulsive stealing</li> <li>• Masturbation, Appetite disorders - anorexia nervosa, bulimia</li> <li>• Soiling, smearing faeces, enuresis</li> </ul>

## Recording & Disclosures

In the event of a member of staff having a concern the *concern\_sheet.doc* (template found in the Office HUB) is to be filled in and passed to the Senior CPO or Deputy CPO.

Child Protection information needs to be dealt with in a confidential manner. A written record will be made of what information has been shared with who, and when. Staff will be informed of relevant details when the designated teacher feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.

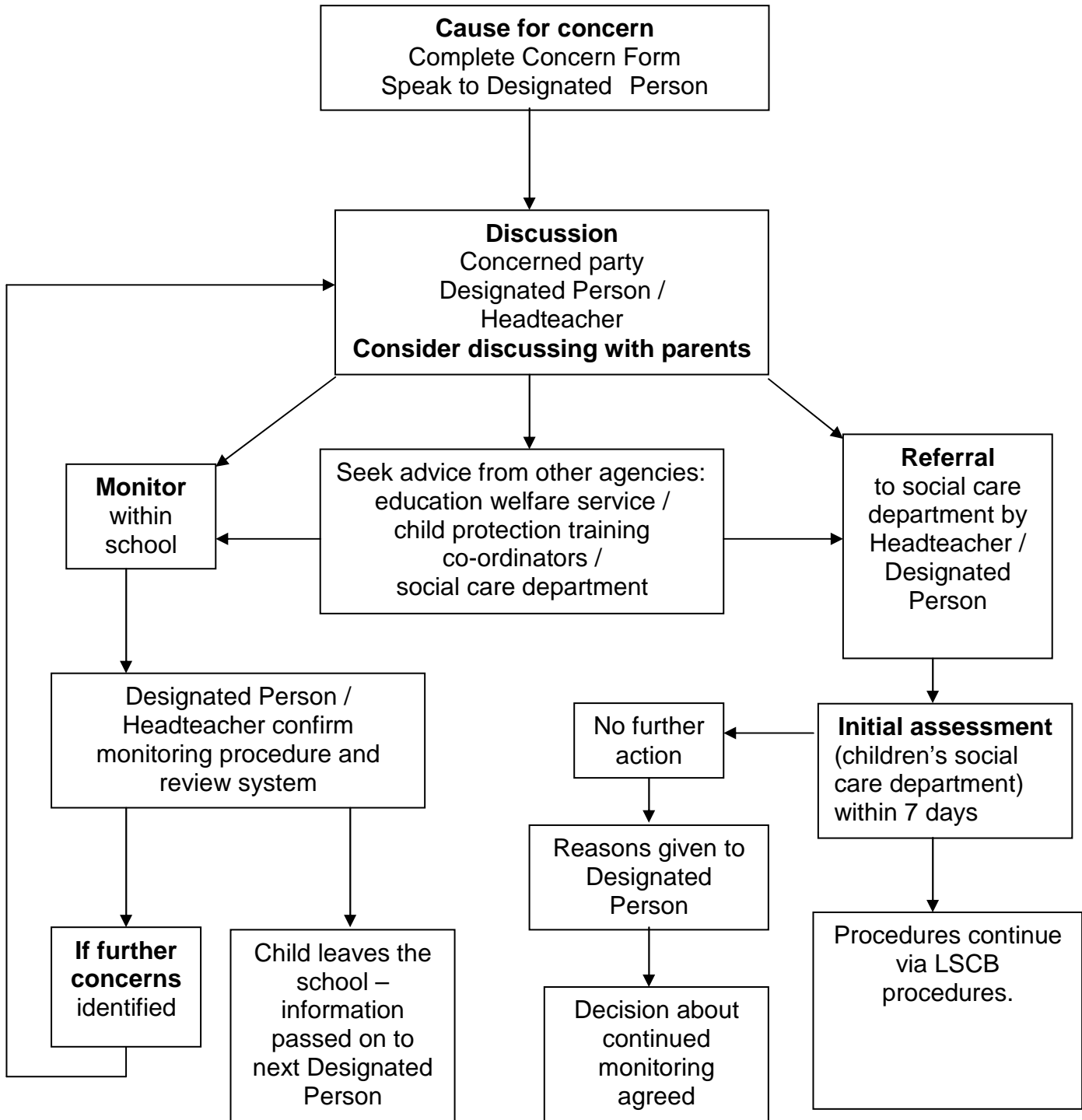
Child Protection records will be stored securely in a central place separate from academic records. They should be kept for the period during which the child is attending the school.

Access to these by other staff, apart from the Designated Persons will be restricted, and a written record will be kept of who has had access to them.

Parents should be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents should be in line with any home school policies and give due regard to which adults have parental responsibility.

***Staff are not to disclose to a parent any information held on a child, if it would put the child at risk of significant harm.***

## Procedural flowchart in the event of a concern



## **Staff support & training**

We recognise that stress and trauma can be experienced as a result of handling child protection matters. The School will provide support in such instances to counsel staff as appropriate.

The Senior CPO will have attended the Lambeth Safeguarding Children Training Course and inter-agency 2-day course *Working Together* to Safeguard Children.

The School will aim to ensure that all members of staff receive updated INSET appropriate to their roles and responsibilities, especially staff new to the School.

The Nominated Governor will aim have attended specific training on their role.

Training completed will be recorded by the School.

## **Procedures in the event of an allegation made against a member of staff**

As much as we acknowledge the professionalism of our staff we are also aware of the potential for staff in a school to abuse children. We will follow the procedures laid out in **'Safeguarding Children and Safer Recruitment in Education' – enforced in 2007 (Chapter 5: p57–67) and the London Child Protection Procedures 3<sup>rd</sup> Edition 2007 (Chapter 15: p446-461)**. The following are instances in which the School would employ such procedures:

- i) Where there are suspicions or allegations of abuse by a person who works with our children in a paid or unpaid capacity. (employee/volunteer/governor/any other position)
- ii) When it is discovered that an individual known to have been involved previously in child abuse, is or has been working with our children, and when the allegation or suspicion arises in connection to the individual's work, her/his own children or in relation to other children.
- iii) When excess is used. All staff are prohibited from applying more than specified types and levels of restraint to, those children for whom they are professionally responsible. Permitted use of restraint is that issued by government or professional associations.

All allegations and suspicions will be considered in the first instance as requiring a child protection response, involving a S.47 enquiry. The concern will be referred to the police as a potential criminal investigation. It is not permissible for a member of staff to conduct an enquiry about suspicions or allegations of abuse with respect to a relative, friend, colleague, supervisor, supervisee or someone who has worked with her/him previously in any of these capacities. Even when there is insufficient evidence to support a criminal prosecution, complaints, regulatory or disciplinary procedures may still be justified. Subject to legal constraints, any evidence gathered in the course of an enquiry about allegations against staff / carers can be made available to the staff responsible for disciplinary, regulatory or complaint investigation. If, following the conclusion of protection processes, further enquiries are pursued for the purpose of disciplinary, regulatory or complaint investigation, they should be arranged in a way that avoids the repeated interviewing of children or other vulnerable witnesses.

## Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

## **A code of conduct for all staff**

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

### **Immediately afterwards**

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to social services without delay, by the Headteacher / Designated Person using the correct procedures as stated in the guidelines.

## Concern Form

Note: This form is to be used in the event of a member of staff having a concern about a child. It is to be used only for the recording of factual information – not your interpretation of an event. On completion please pass it immediately to the Designated Person.

NAME OF CHILD			
CLASS			
CLASS TEACHER			
STAFF MEMBER COMPLETING FORM			
DATE*		TIME*	
PLACE*			

*\* In terms of observed behaviour/discussion/disclosure*

<b>Nature of incident / concern including relevant background</b> (Record child's word verbatim)

For Designated Person use (tick relevant items)

Action Taken	By whom	Outcome
<b>Discuss with child</b>		
<b>Monitoring sheet</b>		
<b>Check behaviour database</b>		
<b>Contact parents</b>		
<b>Check SEN Register</b>		
<b>Refer to Social Care</b>		
<b>Other (Please specify)</b>		

**Confidential**

## Ongoing Monitoring Form

NAME OF CHILD	
CLASS	
CLASS TEACHER	

<b>Day &amp; Date</b>	<b>Observation / incident</b>	<b>Staff initials</b>	<b>Action taken</b>

New Mind recognises its responsibility to conduct matters of child protection with the strictest confidence such that the rights of children, parents and staff are protected.

## **The Designated Persons (Senior & Deputy CPOs)**

1. Eric Odartei Lamptey-Muhammad: Senior Child Protection Officer
2. Lorna King: Deputy Child Protection Officer

The following persons are designated as the New Mind Trust Representatives for matters of Child Protection.

1. Jeffrey Muhammad (Trustee)

## Local Safeguarding Children Board Contacts for Lambeth

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