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## The Gheez Rite Supplementary School

### Safeguarding Policy Statement (Gheez Rite School)

#### 1. The purpose of this policy statement is:

- To protect children, young people and vulnerable adults who attend our supplementary school from harm.
- This policy applies to anyone working on behalf of our school including the board of trustees, paid staff, volunteers, sessional workers, freelancers and pupils.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children, young people and vulnerable adults.

We aim to provide a safe and welcoming learning environment where everyone is respected and valued.

We will act quickly and follow our procedures to ensure effective support and protection for the relevant people.

#### 2. Policy aims

- To provide anyone working on behalf of our school with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good safeguarding practice.
- To demonstrate our commitment to safeguarding issues.

#### 3. Policy principles

- The welfare of the child, young person or vulnerable adult is paramount.
- All children, young people and vulnerable adults, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Everyone working on behalf of our school has an equal responsibility to act on any suspicion or disclosure that may suggest a child or vulnerable adult is at risk of harm.
- There is a culture of transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
- Everyone working on behalf of our school, using our services and attending our supplementary school involved in safeguarding and child protection issues will receive appropriate support.

#### 4. We believe that:

- Children, young people and vulnerable adults should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children, young people and vulnerable adults, to keep them safe and to practise in a way that protects them.

## 5. We recognise that:

- The welfare of children, young people and vulnerable adults is paramount in all the work we do and in all the decisions we take.
- Some children and young people are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting children's and young people's welfare.

## 6. We aim to safeguard children and young people by:

- Valuing, listening to and respecting them.
- Appointing nominated designated safeguarding leads for children and young people and a lead trustee for safeguarding.
- Development and implementation of safeguarding policies and procedures including: child protection and health and safety policies and guidelines; a code of conduct for staff, staff and volunteer procedures; complaints, whistleblowing and equal opportunity policies.
- Adopting child protection and safeguarding best practice through our policies, procedures and a code of conduct for staff and volunteers.
- Sharing information about child protection and good practice with children, young people, parents and carers and staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents, children and young people appropriately.
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made recording, storing and using information professionally and securely, in line with data protection legislation and guidance.
- Providing effective management for staff and volunteers through support, supervision and training so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently.
- Developing and implementing an effective online safety policy and related procedures.
- Sharing information about our safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- Making sure that children, young people and their families know where to go for help if they have a concern.
- Using our procedures to manage any allegations against staff and volunteers appropriately.
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- Building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.
- Involving children, where appropriate, in the development and implementation of safeguarding policies and procedures.
- Reviewing our policy and good practice regularly.

## 7. Legal framework

**Working Together to Safeguard Children 2018** covers the legislative requirements and expectations on individual services and inter-agency working to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children's Boards to monitor the effectiveness of local services.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

**Keeping Children Safe in Education 2019** provides statutory guidance which schools and colleges must implement when carrying out their duties to safeguard and promote the welfare of children.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

**Prevent Duty Guidance (England and Wales)** covers the duty of schools and other providers in section 29 of the Counter Terrorism and Security Act 2015, to be aware of the need to prevent people being drawn into terrorism.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

**The Care Act 2014** sets out a clear legal framework for how local authorities and other parts of the system should protect adults at risk of abuse or neglect.

## 8. Supporting documents

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents.

### This includes:

- Role description for the designated safeguarding officer.
- Dealing with disclosures and concerns about a child or young person.
- Managing allegations against staff and volunteers.
- Recording concerns and information sharing.
- Child protection records retention and storage.
- Code of conduct for staff and volunteers.
- Behaviour codes for children and young people.
- Photography and sharing images guidance.
- Safer recruitment.
- Online safety.
- Anti-bullying.
- Managing complaints.
- Whistleblowing.
- Health and safety.
- Induction, training, supervision and support.
- Adult to child supervision ratios.

## 9. Definitions

**A child** is anyone under the age of 18, as set out in the Children Act.

**Safeguarding concerns relate both to children at risk of abuse or neglect and to children who are at risk of not being able to thrive and meet positive outcomes in their lives.**

Safeguarding and promotion of children's welfare is defined in **Working Together 2018** as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

**Child protection is part of safeguarding and promoting welfare.** This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Adults aged 18 and over have the potential to be vulnerable for a variety of reasons and in different situations. An adult may be vulnerable if he/she:**

- Has a learning or physical disability.
- Has a physical or mental illness, including addiction to alcohol or drugs.
- Has a reduction in physical or mental health.
- Is in the receipt of any form of healthcare.
- Is detained in custody.
- Is receiving community services because of age, health or disability.
- Is living in sheltered or residential care home.
- Is unable, for any reason, to protect themselves against significant harm or exploitation.

We will therefore act within the framework set by the Children Acts 1989 and 2004 and the Safeguarding Vulnerable Groups Act 2006. We will also implement guidance including:

- Local Safeguarding Children Partnership Multi-agency Safeguarding Children Arrangements guidance, <https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers>
- Working Together to Safeguard Children 2018, <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- London Child Protection Procedures 2019, published by the London Safeguarding Children Board, <https://www.londoncp.co.uk/>
- Guidance on handling safeguarding allegations in a charity, DCMS, 2020, <https://safeguarding.culture.gov.uk/>
- Social Care Institute for Excellence guidance on safeguarding for children and vulnerable adults.

**Parent/Carer** refers to birth parents and other adults who are in a parenting/carer role, for example step-parents, foster carers and adoptive parents.

**Staff** refers to all those working for or on behalf of our school either full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DBS** is the Disclosure and Barring Service that checks for any past convictions or cautions for those seeking to work with children or vulnerable adults.

**DSL** is the Designated Safeguarding Lead.

**Channel** is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremism and/or terrorism. Channel works in a similar way to other safeguarding partnerships such as case conferences for children in need. Channel is a pre criminal process that is designed to support vulnerable people at the earliest possible opportunity, before they become involved in illegal activity.

**MASH** is a Multi-Agency Safeguarding Hub, designed to improve the quality of information sharing between professionals in order to make timely and informed decisions about risk, based on accurate and up-to-date information. With this information the MASH is able to provide a brief risk assessment and recommendation to services in Kensington and Chelsea, Hammersmith and Fulham and Westminster to assist in improving the quality of safeguarding decisions for children and their families and provide them with the most appropriate support and services as soon as possible

### 10. Covid -19

We will ensure that all of our safeguarding policies and practices at our supplementary school comply to the best of our ability with the latest instructions and guidance from the UK Government on responding to the Covid-19 pandemic. This includes guidance and instructions from the Department for Education and Public Health England.

Research from Public Health England has highlighted that BAME communities are disproportionately affected by Covid-19 and can have worse outcomes than other communities. We will ensure that specific and appropriate measures will be put in place at our supplementary school to minimise the risks from Covid-19. We will review these measures regularly to comply with government instructions and guidance. These measures will be detailed in our risk assessment.

### 11. RBKC Safeguarding Contacts

Consultation and Advice about a child/young person resident in The Royal Borough of Kensington and Chelsea:

**Kensington and Chelsea Duty Line** – Tel: 020 7361 3013 (Out of hours – 020 7361 3013)  
**For LADO consultations and referrals please contact the duty Child Protection Adviser on:**  
Telephone: 020 7361 3013  
Email: [KCLADO.enquiries@rbkc.gov.uk](mailto:KCLADO.enquiries@rbkc.gov.uk)

**Bi-borough PREVENT**  
Telephone: 020 8753 5727  
Email: [prevent@lbhf.gov.uk](mailto:prevent@lbhf.gov.uk)

**Adult Social Care**  
020 7361 3013 – Social Services Line  
[socialservices@rbkc.gov.uk](mailto:socialservices@rbkc.gov.uk)

A full list of Safeguarding contacts for RBKC is available at:  
<https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers/contacts-safeguarding-kensington-and-chelsea>

Further information is available from the Local Safeguarding Children's Board at:  
<https://www.rbkc.gov.uk/lscb/>

## 12. Supplementary School Contact details

### >Nominated Designated Safeguarding Lead

Name: Ms. Senait Gebremichael

Phone 07932346141

Email: [senait771@gmail.com](mailto:senait771@gmail.com)

### >Deputy Designated Safeguarding Lead(s)

Name: Ms. Ruth Berhe Asfaha

Phone: 07525829206

Email: [ruth.asfaha38@gmail.com](mailto:ruth.asfaha38@gmail.com)

Name: Ms. Temnit Shibeshi

Phone: 07804946369

Email: [stemnit@yahoo.com](mailto:stemnit@yahoo.com)

### >Trustee lead for safeguarding and child protection

Name: Mr. Tesfai Tewelde

Phone: 07449331687

Email: [tesfai.t10@gmail.com](mailto:tesfai.t10@gmail.com)

## 13. Review date

We are committed to reviewing our policy and good practice annually.

Policy adopted on: 13/08/2025 Date for review: 12/08/26

## The Gheez Rite Supplementary School

### Safeguarding Procedures (Gheez Rite School)

#### 1. Introduction

This document sets out our procedures for safeguarding children, young people and vulnerable adults.

We aim to create safe, supportive, learning environments for everyone attending our supplementary school, where children, young people and vulnerable adults are supported to participate fully and are able to express any concerns that they may have about safeguarding issues.

#### 2. Purpose

- To protect children and young people and vulnerable adults who use our services and attend our supplementary schools.
- Make all staff, volunteers and trustees aware of what is expected of them in terms of their approach, behaviour and actions, roles and responsibilities.
- To provide all staff, volunteers and people who attend our supplementary school services with clear procedures to follow for reporting safeguarding concerns and responding to allegations.
- To set out roles and responsibilities for responding to safeguarding concerns and allegations against staff and volunteers.

#### 3. Related Policies and Procedures

These procedures should be read alongside these policies:

- Safeguarding policy statement
- Safer recruitment policy and procedures
- Code of conduct for staff and volunteers
- Behaviour and Anti-bullying Policies
- Photography and image sharing guidance
- Whistleblowing policy
- Health & Safety Policy and Procedures
- Privacy Policy (including GDPR)

## 4. Roles and responsibilities

### **The Supplementary Schools Partnership Manager and The Westway Trust**

The Supplementary Schools Partnership Manager is the person responsible within the Partnership of Supplementary Schools in Kensington and Chelsea for promoting safeguarding awareness and supporting member schools to implement their safeguarding policy and procedures.

It is the duty and responsibility of every school to ensure that it fulfils its own safeguarding policy and procedures.

### **The Supplementary Schools Partnership Manager can be contacted for advice:**

Name: Muna Ali  
Email: [Muna.Ali@westway.org](mailto:Muna.Ali@westway.org)  
Mobile: 07701360233

Name: Nick Doran  
Email: [Nick.Doran@westway.org](mailto:Nick.Doran@westway.org)  
Mobile: 07513 723202

### **The Westway Trust's Associate Director for learning Services may also be contacted for advice:**

## 5. Roles and responsibilities at our supplementary school

The Designated Safeguarding Lead is: **Ms Senait Gebremichael**  
The Deputy Designated Safeguarding Lead is: **Ms. Temnit Shibeshi**  
Safeguarding officers: **Mr Kibrab Tesfamariam, Ms Meseret Arefe**  
The Trustee Safeguarding Lead is: **Mr. Tesfai Tewolde**

All staff, trustees and volunteers have a duty to safeguard and promote the welfare of children, young people and adults.

**Our supplementary school does not have statutory duties or powers under the Children Act to carry out investigations into suspicions or allegations of abuse.**

**Our role is to identify and report any concerns about the children and vulnerable adults that we work with. Concerns should be recorded in the incident/early concern recording log (Appendix 2 )**

**All staff and volunteers have a duty to report concerns so that those agencies powered with investigative responsibility can do so.**

### **All staff, trustees and volunteers should:**

- Be familiar with and follow our policy and procedures for safeguarding.
- Know who to contact to express concerns about a child's, young person's or adult's welfare.
- Remember that an allegation of abuse or neglect may lead to a criminal investigation and therefore you should not do anything that may jeopardise a police investigation, such as asking leading questions or attempting to investigate the allegations of abuse.
- Attend training that raises awareness of safeguarding issues and equips them with the skills and knowledge needed.

## 6. The role of the Designated Safeguarding Lead is to:

- Make sure all staff and volunteers are aware of this policy and know how to raise safeguarding concerns.
- Ensure all staff and volunteers understand the symptoms of abuse and neglect.
- Oversee referrals and reporting of any concerns to RBKC Children's Services or to the police.
- Oversee monitoring of any children who are the subject of child protection plans.
- Maintain accurate and secure safeguarding records.

The board of trustees is responsible for regularly reviewing and approving the safeguarding policy and procedures.

## 7. Recognising abuse and neglect

A person may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm.

Children and young people may be abused in a family, institutional or community setting; by those known to them or, more rarely, by a stranger.

**Physical abuse:** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health.

**Emotional abuse:** persistent emotional ill-treatment 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, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include involving children in looking at, or in the production of, sexual images or videos, or encouraging children to behave in sexually inappropriate ways.

**Neglect:** 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, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

**Abuse also includes:** Bullying, County Lines, Criminal Exploitation, Domestic Abuse, FGM, Grooming, Harmful sexual behaviour, Modern Slavery, Online Abuse, Radicalisation, Sexual Exploitation and Trafficking.

## There are many signs of abuse and neglect including

- Regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Knowledge of 'adult issues' for example alcohol, drugs and/or sexual behavior which is inappropriate for their age or stage of development.
- Angry outbursts or behaving aggressively towards other children, adults, animals or toys
- becoming withdrawn or appearing anxious, clingy or depressed.
- Self-harming or thoughts about suicide.
- Changes in eating habits or developing eating disorders.
- Regularly experiencing nightmares or sleep problems.
- Regularly wetting the bed or soiling clothes.
- In older children, risky behavior such as substance misuse or criminal activity.
- Running away or regularly going missing from home or care.
- Not receiving adequate medical attention after injuries.

Whilst these signs do not necessarily mean that a child or vulnerable person is being abused, they probably indicate that the child or family is having some problems which should be investigated.

## Be Alert

Be aware that the following children, young people and adults may be particularly vulnerable if he/she:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking or exploitation.
- Is at risk of being radicalised or exploited.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- Has returned home to their family from care.
- Is a privately fostered child.

## 8. Safeguarding pupils who are vulnerable to extremism

- We are aware of the specific need to safeguard children, young people and families from violent extremism and gang violence. Extremist groups may attempt to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist, racist and other violence, or to groom them into a rigid and narrow ideology that is intolerant of diversity leaving them vulnerable to future radicalisation.
- At our supplementary school we are clear that this exploitation and radicalisation is a safeguarding concern.
- We also recognise the potential use of ICT to groom a child, young person or vulnerable adult or to perpetrate abuse and we will support and encourage parents to keep their children and young people safe online and when using their mobile phones and game consoles.

### 9. What to do if you have a safeguarding concern about a child or vulnerable adult

1. **If you think that a child or vulnerable adult is at risk of immediate harm, please contact the police immediately on 999.**
2. **If you have an urgent safeguarding concern about a child or young person please call the Kensington and Chelsea Children's Services Duty Line without delay and follow their instructions –** Tel: 020 7361 3013 (Out of hours – 020 7361 3013)
3. If you have an urgent Safeguarding concern about a vulnerable adult please contact 020 7361 3013 – Adult Social Care, [socialservices@rbkc.gov.uk](mailto:socialservices@rbkc.gov.uk)
4. Where there is a concern about the welfare of a child, but no immediate risk, it should be discussed as soon as possible with the Designated Safeguarding Lead. The Designated Safeguarding lead will then support the member of staff or volunteer to write their concerns in the incident/early concern recording log (Appendix 2), discuss a plan of action and contact the Kensington and Chelsea Children's Services Duty Line.
5. The Designated Safeguarding Lead will respond as quickly as possible and will assess the concerns to determine whether an external referral to RBKC Children's Services, to adult social care or the police should take place.
6. The Designated Safeguarding Lead is usually responsible for making external referrals to RBKC children's services, adult social care or the Police, except in an emergency.
7. In the event that a staff member makes a referral, a copy of the written referral must be provided immediately to the Designated Safeguarding Lead.
8. In an emergency, where a child, young person or vulnerable adult makes a serious allegation, or if there has been an assault or a worker witnesses an incident which causes him/her to consider a child or vulnerable adult is in **immediate** risk of significant harm, then you will need to take action immediately so that the child or vulnerable adult is protected.
9. If it is not possible to discuss the situation immediately with one of the Designated Safeguarding Leads, the member of staff or volunteer will need to contact the police or RBKC Children's Services.
10. The Designated Safeguarding Lead is responsible for ensuring that incident reports, referrals and all information regarding safeguarding individual children and adults is securely stored in a password protected computer file.
11. If possible and if appropriate we will inform the child's parents or the young person or vulnerable adult concerned of the need to make a referral and why it is being made. It is important that we work in partnership as much as possible with the families concerned.

12. If you are concerned that a **member of staff or any other person** is harming or abusing a child or vulnerable adult, you must report your concerns immediately to the Designated Safeguarding Lead. If your concern is about the Designated Lead then it should be reported immediately to the Deputy Designated Lead.

13. If you have urgent concerns about the safety of a child and are unable to contact the Designated Safeguarding Lead, please contact the Deputy Designated Safeguarding Lead. If you cannot contact either the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead please do not hesitate to contact the Duty Officer or the police using the numbers above.

**These external agencies will be able to advise you on your next steps.**

14. You can also contact The Supplementary School's Partnership Manager and the Westway Trust's Associate Director for Learning Services for advice. Their contact details can be found in Appendix 1.

15. In all situations, you may be asked to provide an outline of your concerns in writing. All concerns should be recorded in the incident/early concern recording log (Appendix 2) If the matter is referred to children or adult services or the police, you may be asked to provide a formal statement of your concerns for subsequent external investigations.

### 10. Responding to disclosures from children and vulnerable adults

**If you are approached by a child, young person or vulnerable adult, with a disclosure that s/he is being, or has been harmed or abused, or you are informed of such a disclosure by a staff member or member of the public.**

**Do**

- Stay calm.
- Listen to what is said, allowing the child to talk at his or her own pace.
- Explain to the child that this information will probably need to be shared with others and never promise to "keep a secret."
- Ask questions for clarification only, and not to elicit a particular answer.
- At the earliest opportunity, and within a maximum of 24 hours of the incident taking place, write down the facts, **without** your own opinion. (Use the incident report form Appendix 2)

**Don't**

- Promise to keep the information secret. Make it clear that you have a duty to refer the matter on.
- Stop the individual who is recalling the events in their own words.
- Make the individual tell anyone else. S/he may have to be formally interviewed later and it is important to minimise the number of times information is repeated.
- Make any suggestions to the individual about how the incident may have happened.
- Question the individual, except to clarify what they are saying.
- Discuss the information with anyone other than your line manager, a Designated Safeguarding Lead or an appropriate external agency.

If concerns have arisen over a period of time from observations of a child or vulnerable adult's behaviour or through observation of someone's behaviour towards the child or vulnerable adult, the member of staff or volunteer should write a report with dates, about what has caused him/her concern. As with a verbal disclosure this report must be factual. (Use incident report form Appendix 2).

## 11. Allegations of abuse made against children

Please be aware that sometimes children can direct physical, sexual or emotional violence towards their parents, siblings, or other children. The harm caused to children by harmful or bullying behaviour of other children, either by a single child or groups of children can be significant. This may take the form of a single incident or ongoing harmful behaviours.

When it is alleged that a child has been abused by another child, this must be reported to the Designated Safeguarding Lead and referred to RBKC's Children's Services. Two separate referrals should be made, one for the child who is alleged to have been abused and a separate referral for the child who is alleged to be the abuser.

Children who harm others should be held responsible for their harmful behaviour and professionals responding to them should be alert to the fact that they are likely to pose a risk to children other than the current victim.

## 12. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become aware of the abuse.

### **We will support children, their families, and staff by:**

- Taking all suspicions and disclosures seriously.
- Nominating a link person (Designated Safeguarding lead) who will keep everyone informed and be the main point of contact.
- Where a member of staff is the subject of an allegation, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from child or member of staff for time out or time off to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Maintaining and storing records securely.
- Offering details of helplines, counselling or other organisations offering external support.
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

## 13. Allegations against staff members

Allegations of abuse or concerns raised against members of staff, volunteers, trainers or trustees, will always be treated very seriously.

Everyone working on behalf of our supplementary school should feel that they can report their concerns about a colleague or poor safeguarding practice at the supplementary school.

## **If you have concerns about a colleague or poor safeguarding practice**

- You must remember that the welfare of the child or vulnerable adult is paramount.
- Our **whistleblowing policy** enables staff and volunteers to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- All concerns of poor practice or possible abuse by colleagues (whether paid or unpaid) should be reported to the Designated Safeguarding Leads.
- Staff and volunteers may also report their concerns directly to the Local Authority or the police if they believe direct reporting is absolutely necessary to secure action.

## **When an allegation is made against a member of staff, set procedures must be followed.**

A meeting with our Designated Safeguarding Lead will happen if staff have:

- Behaved in a way which has harmed or may have harmed a child or vulnerable adult.
- Possibly committed a criminal offence against or related to a child or vulnerable adult.
- Behaved towards a child or vulnerable adult in a way that indicates they would pose a risk of harm to children/ vulnerable adults.

It is rare for a child or vulnerable adult to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do sometimes happen.

We recognise that a child or vulnerable adult may even make an allegation against an innocent party because they are too afraid to name the real perpetrator.

However, staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

At our supplementary school we believe that suspension is not the only option available to us and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is believed to be the best way to ensure that children and vulnerable adults are protected.

The Designated Safeguarding Lead will pass on all concerns relating to staff to the Local Authority Designated Officer (LADO, see Appendix 1 for contact details). To begin with, this can be verbal, but should always be followed up in writing.

## **14. Local Authority Designated Officer (LADO)**

The LADO deals with allegations against staff within the children's workforce in RBKC. Where one of the following allegations have been made, these must be reported to the LADO within one working day:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child/child in a way that indicates he/she would pose a risk of harm if they work with children regularly or closely.

The RBKC LADO can also be contacted for advice and can be contacted on:

Telephone: 020 7361 3013

Email: [KCLADO.Enquiries@rbkc.gov.uk](mailto:KCLADO.Enquiries@rbkc.gov.uk)

If a member of the supplementary school team is asked to leave their job or volunteering role for safeguarding reasons, the Disclosure and Barring Service must be informed:

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>

## 15. Privacy, Confidentiality and Information Sharing

We will respect the privacy of the child, young person or vulnerable adult, by recognising that all information regarding possible or actual abuse should be kept confidential to the Designated Safeguarding Lead and the staff immediately involved with the child. The Designated Safeguarding Lead will disclose any information about an abused child on a need-to-know basis only.

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

We will ensure that data about children, young people or vulnerable adults will be stored securely.

Our use of images policy and consent form for use of photographs ensures informed consent is given before images can be used.

We will also respect the privacy of staff members, by following the procedures set out in our Disciplinary and Grievance procedures and by keeping this information confidential and secure. Information is shared on a need-to-know basis and the RBKC LADO will be informed of allegations against staff and we will follow any advice given by the LADO.

We will take a balanced approach to confidentiality. This is based on the principles that information sharing must be: necessary and proportionate, relevant, adequate, accurate, timely, secure and recorded.

## 16. Safer Recruitment, induction and management support

We will ensure that thorough checks are made prior to appointment of staff, volunteers and freelance consultants, in order to prevent a person using their position to harm a child or vulnerable adults.

We recognise that in family-based community groups many volunteers are recruited informally on personal recommendation from members. We are aware that while the vast majority of staff and volunteers are wholly trustworthy and have the interests of the children at heart, informal recruitment can make groups extremely vulnerable to infiltration by people who mean children harm.

In recruiting and appointing staff and volunteers we will be responsible for the following:

- All staff and volunteers will be appointed by at least two members of staff or management committee members.
- Most staff and all volunteers will work in teams, or in open environments where they are not alone with children. Staff will not work alone with children until they have completed a satisfactory probationary period.
- All staff and volunteers will:
  - be given a clear job description or role description setting out expectations for their work and conduct.
  - show that they meet a person specification for the post or role.

## The Gheez Rite Supplementary School

- fill a form on appointment and annually at the start of each school year to update their personal details, previous and current work/volunteering experience and qualifications.
- supply the names of two referees who will be contacted personally.
- be required to complete an Enhanced DBS check on appointment and be required to sign up for the update service. This will give photographic and other evidence of identity, and includes a formal declaration of any criminal convictions.
- be taken through the safeguarding policy and procedure on induction
- be supervised and observed at work by a named manager.

### **For all posts at our school the following vetting checks are carried out prior to confirming the appointment:**

- A self-disclosure form to disclose previous spent/unspent convictions and disciplinary or capability procedures.
- Identity documents including photographic identity
- Proof of right to work in the UK
- References including a professional reference using our school reference template
- Qualification certificates if required for the role
- Disclosure and Barring Service (DBS) Check if eligible. All appointments to posts involving direct work with children and/or vulnerable adults will be subject to an Enhanced Disclosure from the DBS, and agreement to re-check every 3 years.

Volunteers and freelance consultants post the same level of risk as paid staff.

Vetting checks will include:

- a self-disclosure form to disclose previous spent/unspent convictions
- References including a professional reference using our reference template
- DBS check if eligible. All volunteers and freelance consultants working directly with children and/or vulnerable adults will be subject to an Enhanced Disclosure from the DBS, and agreement to re-check every 3 years.

A criminal record does not prevent employment at our school. A thorough risk assessment will be carried out if convictions are revealed on the declaration form or criminal record check or if is not possible to obtain a criminal record check from abroad, prior to confirming or withdrawing an appointment.

## 17. Abuse of position of trust

Everyone working on behalf of our school is aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards children and vulnerable adults must be exemplary.

Anyone working with children, young people or vulnerable adults at our school is considered to be acting in a position of trust. This means that one person is in a position of power or influence over the other because of their work. It is vital for all those in positions of trust to understand the power this can give them over those they care for. Young people of 16 or 17 can legally consent to sexual activity but they may still be relatively immature emotionally. It is essential that those who are in a position of responsibility and trust recognise this. Any sexual relationship within a position of trust relationship is unacceptable so long as the relationship of trust continues.

## 18. Good practice guidelines

Everyone working on behalf of our school should be encouraged to demonstrate exemplary behaviour. We aim to create a positive culture and climate at our supplementary school. We will treat everyone who attends our supplementary school with respect including respect for diversity.

**Our guidelines for good practice are detailed in Appendix 4.**

## Appendix 1: Useful Contacts

### 1. Supplementary School Contacts (Gheez Rite)

**Designated Safeguarding Lead:**

Ms Senait Gebremichael

Email: [Senait771@gmail.com](mailto:Senait771@gmail.com)

Mobile: 07951204513

**Deputy Designated Lead:**

Ms Temnit Shibeshi

Email: [stemnit@yahoo.com](mailto:stemnit@yahoo.com)

Mobile: 07804946369

Ms. Ruth Berhe Asfaha

Email: [ruth.asfaha38@gmail.com](mailto:ruth.asfaha38@gmail.com)

Mobile: 07525829206

**Board of trustees safeguarding lead:**

Mr. Tesfai Tewelde

Email: [tesfai.t10@gmail.com](mailto:tesfai.t10@gmail.com)

Mobile: 07449331687

### 2. The Partnership of Supplementary Schools

The Supplementary School's Partnership Manager

Name: Muna Ali

Email: [Muna.Ali@westway.org](mailto:Muna.Ali@westway.org)

Mobile: 07701360233

### 3. The Westway Trust Community Initiatives

Name: Nick Doran

Email: [Nick.Doran@westway.org](mailto:Nick.Doran@westway.org)

Mobile: 07513 723202

### 4. RBKC Safeguarding Contacts

**Consultation and Advice about a child/young person resident in The Royal Borough of Kensington and Chelsea:**

**Kensington and Chelsea Duty Line – Tel: 020 7361 3013 (Out of hours – 020 7361 3013)**

**For LADO consultations and referrals please contact the duty Child Protection Adviser on:**

Telephone: 020 7361 3013

Email: [KCLADO.Enquiries@rbkc.gov.uk](mailto:KCLADO.Enquiries@rbkc.gov.uk)

## 5. Bi-borough PREVENT

Telephone: 020 8753 5727

Email: [prevent@lbhf.gov.uk](mailto:prevent@lbhf.gov.uk)

## 6. Adult Social Care

Adult Social Care Line: 020 7361 3013

Email: [socialservices@rbkc.gov.uk](mailto:socialservices@rbkc.gov.uk)

## 7. Full list of Safeguarding contacts for RBKC:

<https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers/contacts-safeguarding-kensington-and-chelsea>

Further information is available from the Local Safeguarding Children Partnership at:

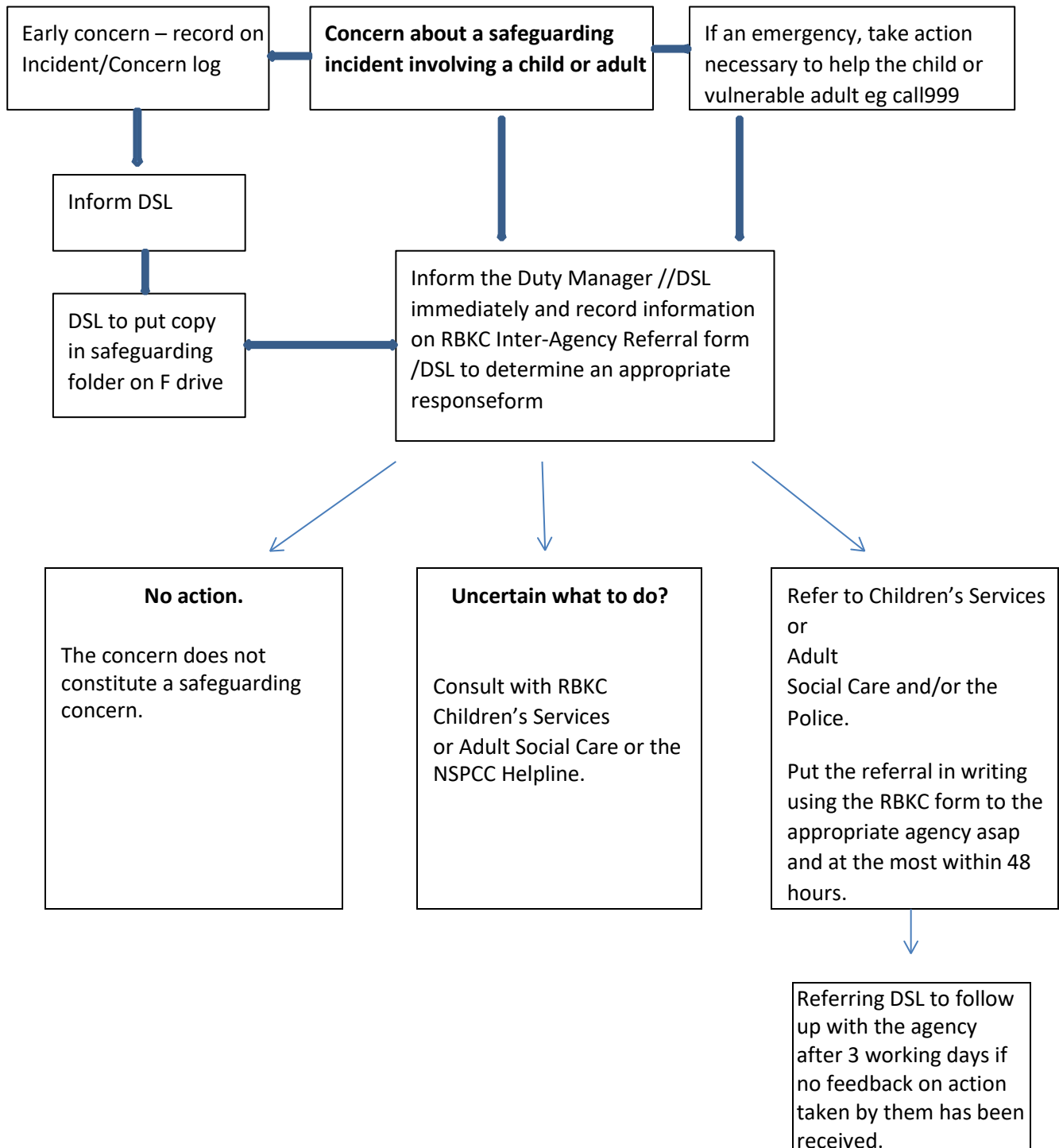
<https://www.rbkc.gov.uk/lscb/>

Appendix 2 : Incident/ Early Concern Recording Log

Section 1: Details of the child and their parent/carer		
<b>Name of child/young person:</b>		
<b>Gender:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other	<b>Age:</b>	<b>Date of Birth:</b>
<b>Ethnicity;</b>	<b>Religion:</b>	<b>Child's First Language:</b>
<b>Home Address (including postcode and address of parent/carer if different from child:</b>		
<b>Communication Needs (interpreter/signer/other):</b>		
<b>Additional Needs:</b>		
<b>Sibling Information:</b>		
Section 2: Your Details		
<b>Your Name:</b>		
<b>Your Position:</b>		
<b>Date and Time of Incident:</b>		
Section 3: Your Report		
<b>Are you reporting your own concerns or responding to concerns raised by someone else?</b>		
<input type="checkbox"/> Responding to my own concerns <input type="checkbox"/> Responding to concerns raised by someone else	If responding to concerns raised by someone else, please provide their name and position within the organisation:	
Please provide details of the incident or concerns you have, including times, dates or other relevant information (such as a description of any injuries, whether you are recording fact, opinion or hearsay)		
The child/young person's account, if it can be given, of what has happened and how:		
Please provide details of the person alleged to have caused the incident/injury including. Where possible, their name, address and date of birth (or approximate age):		
Please provide details of any witnesses to the incident(s):		
Your signature:		
Designated Safeguarding Lead received this information		
Date:	Time:	
DSL's signature:		

### Appendix 3: What to do if you are worried about a child, young person or vulnerable adult

#### A Flow Chart of procedures



## Appendix 4. Good practice guidelines

Everyone working on behalf of our school should be encouraged to demonstrate exemplary behaviour. The following are examples of how we aim to create a positive culture and climate at our supplementary school. We will treat everyone who attends our supplementary school with respect including respect for diversity.

### Good practice means:

- Always working in an open environment (for example, avoiding private or unobserved situations and encouraging open communication with no secrets).
- Treating all children and young people equally, and with respect and dignity. Always putting the welfare of each child and young person first.
- Maintaining a safe and appropriate distance with children and young people (for example, it is not appropriate for staff or volunteers to have an intimate relationship with a child or to share a room with them).
- Building balanced relationships based on mutual trust which empowers children and young people to share in the decision-making process.
- Making supplementary school activities and other off site activities fun, enjoyable and safe.
- Keeping up to date with technical skills, qualifications and insurance.
- Involving parents/carers wherever possible. For example, encouraging them to take responsibility for their children in the changing rooms. If groups have to be supervised in the changing rooms, always ensure parents, teachers, coaches or officials work in pairs.
- Ensuring that if mixed groups are taken away, they should always be accompanied by a male and female member of staff. However, remember that same gender abuse can also occur.
- Ensuring that at tournaments or residential events, adults should not enter children's rooms or invite children into their rooms.
- Being an excellent role model – this includes not smoking or drinking alcohol in the company of children and young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of children and young people and not pushing them against their will.
- Securing parental consent in writing to act *in loco parentis*, if the need arises to administer emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written parental consent if supplementary school staff have to transport children and young people in their cars.
- Following our school's rules with regard to communication with children and vulnerable adults and use of social media and online networking.

### Practices to be avoided

The following should be avoided except in emergencies. If cases arise where these situations are unavoidable it should be with the full knowledge and consent of your line manager, designated safeguarding lead and the child's parents. For example, if a child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a class or session.

- Avoid spending excessive amounts of time alone with children away from others.
- Avoid taking or dropping off a child to an event.
- Avoid the use of sexualised or derogatory language; ensuring language and conversation is appropriate when talking with or within hearing distance of children, young or vulnerable people

### **Practices never to be sanctioned**

The following should never be sanctioned. You should never:

- Use physical restraint unless the restraint is to prevent physical injury of the child/vulnerable adult, other children, visitors or other staff or yourself.
- Engage in rough, physical or sexually provocative games.
- Use corporal/physical punishment to manage behaviour.
- Share a room with a child.
- Allow or engage in any form of inappropriate touching.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child, even in fun.
- Reduce a child to tears as a form of control.
- Allow disclosures and allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for children or disabled adults, that they can do for themselves.
- Invite or allow children to stay with you at your home unsupervised.

### **Please note**

It may sometimes be necessary for staff or volunteers to do things of a personal nature for children, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of parents and the child/young person involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

## Appendix 5: Code of Conduct

### Safeguarding Code of Conduct

This Code of Conduct sets out the standards of behaviour and good practice that we expect all staff to follow in working with children, young people and vulnerable adults.

This guidance should help you understand your safeguarding responsibilities.

This guidance should also help you to look at all aspects of your practice that could be misinterpreted.

At our supplementary school you are expected to maintain appropriate boundaries in all your dealings with children, young people and vulnerable adults.

You should be aware that you may be seen as a role model by them, and must always act in a professional manner.

#### **You should:**

- ensure your contact with children, young people and vulnerable adults is only in direct pursuit of your role at the supplementary school.
- listen to and respect children, young people and vulnerable adults at all times, regardless of their age, gender, ethnicity, disability or sexual orientation.
- ensure any allegations, suspicions or concerns about possible abuse are reported promptly and follow our safeguarding procedures.
- avoid unobserved situations of one-to-one contact with a child, young person or vulnerable adult. If such a situation is genuinely unavoidable, always ensure a colleague knows where you are, with whom and why.
- ensure that relationships with children and young people are professional and appropriate to their age and gender.
- ensure that relationships with the parents of children and young people attending activities always remain professional.
- ensure that if you need to comfort or reprimand a child, you do so in ways which are both age appropriate and respectful. Never act in a way which may be perceived as threatening or intrusive and always ask children before you comfort them.
- ensure that dangerous or otherwise unacceptable behaviour by a child, young person or vulnerable adult in your care is challenged and addressed.
- be aware that children can and do develop infatuations towards adults working with them. If you become aware of this happening towards yourself, you should inform your manager and then respond to the situation in a way that maintains the dignity of all concerned.
- ensure that the focus of your relationship with a child, young person or vulnerable adult you have met through your work always remains professional and strictly work-related.
- The relationship should never develop into a long-term friendship. In order to achieve this, do not:
  - invite, or allow, a child, young person or vulnerable adult you have met through work into your home or make contact with him or her outside of work.

- give them your personal contact details (including personal mobile number and personal e-mail address).
- communicate with them from your personal account on social networking sites such as Facebook, Instagram or Twitter, or from your own account on messaging services.

**You should never:**

- discriminate against, or show favouritism towards, any individual.
- ask children to keep secrets.
- make promises that you know you cannot keep, particularly in relation to confidentiality.
- trivialise abuse or its effects.
- do things of a personal nature for a child, young person or vulnerable adult that they can do for themselves.
- patronise children, young people or vulnerable adults as if they are silly.
- act in a way that could be perceived as threatening or intrusive.
- make sexually suggestive remarks or discriminatory comments to, or in front of, a child, young person or vulnerable adult.
- offer to transport a child alone in a vehicle, unless in an emergency and having first notified your manager or other responsible person.
- take photos of a child on your personal camera, phone, tablet or other device. Only official supplementary school equipment should be used for taking photos.
- engage in, or allow any activity with sexual connotations.
- engage in, or tolerate, any inappropriate physical activity involving children, or any bullying of a child by an adult or another child.
- make demeaning or insensitive comments to a child, young person or vulnerable adult.
- use any physical punishment as part of disciplining children.
- engage in any sexual activity with, or form a sexual relationship with, a child, young person or vulnerable adult attending our services and activities.
- allow allegations about abuse or misconduct to go unreported.

## Appendix 6: Body Map

If there are visible marks on the child or young person they should be recorded here.

