



## **CHILD PROTECTION POLICY**

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### **Introduction**

Under the Children Acts of 1989 and 2004, all schools have a duty to assist local authorities in the exercise of their statutory responsibilities for children in need of protection. The Royal Ballet School fully recognises its responsibilities for Child Protection, and follows the procedures set out by the Local Safeguarding Children's Boards, the DfEE documents 'Working Together to Safeguard Children' and "Safeguarding Children and Safer Recruitment in Education", and the Boarding Standards and Independent Schools' Standards.

The purpose of this policy is to set out clear guidelines and procedures which should be followed by all the teaching and non-teaching staff (whether full- and part-time, permanent, temporary or supply), volunteers and governors at The Royal Ballet School whenever there is concern about possible or actual child abuse. It is the responsibility of all managers in the School to ensure that these procedures and guidelines are available to, and understood by, all the staff for whom they have responsibility.

This document should be read in conjunction with our policies for:

- a) Safeguarding
- b) Anti-Bullying
- c) Behaviour
- d) ICT Acceptable Use
- e) Health & Safety
- f) Safer Recruitment

These policies are available on the School website; hard copies may be obtained upon request.

### **Policy**

The School will:

- a) Ensure that it has designated senior members of staff who have undertaken appropriate training in Child Protection and inter-agency working every two years.
- b) Acknowledge the level of support required by the post holders
- c) Ensure it has designated a governor to have responsibility for Child Protection who will oversee the School's Child Protection policy. It is the responsibility of the chairman and the governors to review the Child Protection policy and procedures and the efficiency with which they are discharged annually. The current designated governor is Nicholas Chisholm.
- d) Ensure that all staff, volunteers and governors receive training in Child Protection as part of their induction and thereafter at least every three years; and that all staff, volunteers and governors know:
  - a. the name of the designated persons and their roles
  - b. that each member of staff, volunteer and governor has an individual responsibility for being alert to the signs of abuse and for referring any concerns to the Child Protection Co-ordinators
  - c. that abuse can happen to any child
  - d. the procedures identified within this School policy
  - e. how to avoid their behaviour and actions placing them or students at risk of harm or of allegations of harm eg:

- One-to-one coaching, interviews or other tuition with students
  - Conveying a student by car whilst alone
  - Engaging in inappropriate electronic or mobile telephone communication
- f. how to respond to a student who may tell of abuse
  - e) Ensure that parents have an understanding of the responsibility placed on the School and staff in relation to Child Protection, by setting out its obligations in the School handbooks
  - f) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters, including attendance at initial case conferences, core groups and Child Protection review conferences
  - g) Keep written records of concerns about students (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately
  - h) Ensure all records are kept secure, separate from the main student file and in locked locations
  - i) Develop and then follow procedures for dealing with an allegation of abuse against a member of staff or volunteer
  - j) Notify social services if there is an unexplained absence of more than two days of a student who is on the Child Protection register
  - k) Endeavour to remedy any deficiencies or weaknesses in the Child Protection arrangements without delay
  - l) Operate safe recruitment procedures (as required by The Education (Independent School Standards) (England) (Amendment) Regulations 2007 and as outlined in the DfE document "Safeguarding Children and Safer Recruitment in Education"; these will include CRB checks and compliance with Independent School Standards Regulations
  - m) Confirm annually that appropriate checks have been carried out in connection with any staff who work with students at other sites
  - n) Obtain assurance that appropriate Child Protection checks and procedures apply to any staff employed by the School, and that visitors who are not CRB checked will not have unsupervised access to students
  - o) Report to the DfE, within one month of leaving the School, any person whose services are no longer used because he or she is considered unsuitable to work with children; and respond to requests from the DfE for information held by The Royal Ballet School

### **The role of the Child Protection Co-ordinator**

The Academic and Pastoral Head has overall responsibility within the School for Child Protection policy.

The current Child Protection Co-ordinators (CPC) are:

- a. Simon Bushnell (Lower School CPC)
- b. Pippa Hogg-Andrews (Lower School Deputy CPC)
- c. Charles Runacres (Upper School CPC)

If no CPC is available at Upper School, contact should immediately be made with the CPC(s) at Lower School, and vice versa.

The Child Protection Co-ordinator must:

- a) Ensure that all staff are aware of what they should do and who they should go to if they are concerned that a student may be subject to abuse or neglect
- b) Act as a source of support and advice for members of staff
- c) Liaise with the Director
- d) Ensure that any concerns about a student are acted on, clearly recorded, referred on where necessary and followed up to ensure the issues are addressed
- e) Record any reported incidents in relation to a student or breach of Child Protection policy and procedure.
- f) Be trained themselves and ensure that staff training is up-to-date.

### **Child Protection Records**

Child Protection records should be kept securely locked and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosures.

Schools should be notified by Social Services when a student on the Child Protection Register starts the school, or if a student's name has been placed on the register, or if removed from the register. It is the School's responsibility to pass this information on immediately if a student transfers to a new school.

Copies of Child Protection information should be kept by the School until the student's 24th birthday.

Details of allegations that are found to have been malicious should be removed from personnel records. Cases in which an allegation was proven to be unsubstantiated, unfounded or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. should also not be included in any reference.

For all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future CRB Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation resurfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

### **Student Information**

The School recognises the importance of keeping up-to-date and accurate information about students. The School will regularly ask all parents/carers/guardians to provide it with the following information and to notify the School of any changes that occur:

- a) Names and contact details of persons with whom the child normally lives
- b) Names and contact details of all persons with parental responsibility
- c) Emergency contact details
- d) Details of any persons authorised to collect the child from school (if different from above)
- e) 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.)
- f) Name and contact detail of G.P.
- g) Any other factors which may impact on the safety and the welfare of the child

### **Confidentiality**

Information about students given to the School by the students themselves, their parents, guardians or carers, or by other agencies will remain confidential. Staff will be given relevant information only a "need to know" basis in order to support the student if that is necessary and appropriate. The School is, however, under a duty to share any information which is of a Child Protection nature. The School understands that this is in the best interests of the student and overrides any other duties the School have regarding confidentiality and information sharing.

### **Referrals to partner agencies**

If the School has a reason to be concerned about the welfare of a student the School will always seek to discuss this with the student's parents, guardians or carers in the first instance. On occasion, according to the nature of the concern, it may be necessary for the School to make an immediate referral to Children's Services when to do otherwise may put the student at risk of further harm either because of delay, or because of the actions of the parents, guardians or carers.

### **Safer Recruitment**

All staff and volunteers working with students in the School will be recruited safely and in accordance with the Department for Education's 'Safeguarding Children and Safer Recruitment in Education' guidelines, including CRB checks and compliance with Independent School Standards Regulations

## WHAT IS CHILD ABUSE?

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Abuse is where any person, having permanent or temporary custody of a child, mistreats or knowingly colludes with the mistreatment of that child. Abuse can take several forms, and the following are commonly identified categories:

### **Neglect**

Neglect is the failure to protect a child from exposure to danger or failing to carry out important aspects of care so that the child's health or development might be impaired. This could include poor attention to medical needs, cleanliness and physical care as well as failure to protect from cold and starvation.

### **Physical Abuse**

This is any actual or likely physical injury to a child which has been deliberately inflicted or knowingly not prevented. It often manifests itself as unexplained injury or as injuries where the explanation is not consistent with the extent or pattern of the injuries. (Giving a child poisonous substances, inappropriate drugs and alcohol can also come in this category)

### **Emotional Abuse**

This is actual or likely adverse effects on the emotional and behavioural development of a child caused by severe or persistent criticism, rejection or emotional ill-treatment. This might also be associated with physical or sexual exploitation.

### **Sexual Abuse**

This is the actual or likely sexual exploitation of a child or adolescent or their involvement in any sexual activity which is unlawful, which they do not fully understand or to which they are unable to give informed consent. Activities which violate the sexual taboos of family roles may also be deemed abuse as may non-contact activities such as allowing the child to watch pornographic videos or to witness sexual activity.

## **How to recognise Child Abuse**

*Every case is different and these notes are for guidance to be used appropriately in each case. They are not meant to be exclusive*

Members of staff have a vital role to play in both the prevention and detection of abuse. Staff are in a unique position to observe students' behaviour over time, and often develop close and trusting relationships with students. Staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in school, appears unusually distressed, confused or disturbed. Nagging doubts about a student's safety and welfare can be vital and should be reported in the same way as any other concern. Equally, staff should not jump to conclusions because of the presence of just one of the factors below, which should not be considered in isolation but viewed within the context of the student's overall demeanour and informed by knowledge of the particular student.

The simplest cases to recognise are non-accidental injuries and injuries which are not consistent with the explanation given.

### **Neglect**

Physical signs to look out for:

- a) Unusual tiredness
- b) A change in appetite – a significant and prolonged increase or decrease; being constantly hungry and sometimes stealing food from others; loss of weight or being constantly underweight

- c) Unexplained patterns of lateness or illness
- d) Sudden changes in behaviour or mood e.g. hyperactivity, extreme passivity or depression
- e) Acting out of aggressive, disruptive, unacceptable or inappropriate behaviour in such a way as to indicate stress or turmoil
- f) Inappropriate clothing or poor personal hygiene; being in an unkempt state; frequently dirty or smelly; being dressed inappropriately for the weather conditions
- g) Untreated medical conditions – not being taken for medical treatment for illnesses or injuries
- h) Reluctance to change in front of peers and others of same gender
- i) Fear of medical treatment
- j) Having few friends.
- k) Being left alone or unsupervised on a regular basis
- l) Stories of a 'friend' who suffers from abuse

## Physical

Physical signs to look out for:

- a) Injuries which the child cannot explain, or explains unconvincingly
- b) Injuries which have not been treated or treated inadequately
- c) Injuries on parts of the body where accidental injury is unlikely, such as the cheeks, chest or thighs
- d) Bruising which reflects hand or finger marks
- e) Cigarette burns, human bite marks
- f) Broken bones (particularly in children under the age of two)
- g) Scalds, especially those with upward splash marks where hot water has been deliberately thrown over the child, or 'tide marks' – rings on the child's arms, legs or body where the child has been made to sit or stand in very hot water

Behavioural signs to look out for:

- a) A child is reluctant to have their parents contacted
- b) Aggressive behaviour or severe temper outbursts
- c) A child who runs away or shows fear of going home
- d) A child who flinches when approached or touched
- e) Reluctance to get undressed for sporting or other activities where changing into other clothes is normal
- f) Covering arms and legs even when hot
- g) Depression or moods which are out of character with the child's general behaviour
- h) Unnaturally compliant to parents or carers

## Emotional

Physical signs to look out for:

- a) A failure to grow or to thrive (particularly if the child thrives when away from home)
- b) Sudden speech disorders
- c) Delayed development, either physical or emotional

Behavioural signs to look out for:

- a) Compulsive nervous behaviour such as hair twisting or rocking
- b) An unwillingness or inability to play
- c) An excessive fear of making mistakes
- d) Self-harm or mutilation
- e) Reluctance to have parents contacted
- f) An excessive deference towards others, especially adults
- g) An excessive lack of confidence
- h) An excessive need for approval, attention and affection

- i) An inability to cope with praise

## **Sexual**

Physical signs to look out for:

- a) Pain, itching, bruising or bleeding in the genital or anal areas
- b) Any sexually transmitted disease
- c) Recurrent genital discharge or urinary tract infections without apparent cause
- d) Stomach pains or discomfort when the child is walking or sitting down

Behavioural signs to look out for:

- a) Sudden or unexplained changes in behaviour
- b) An apparent fear of someone
- c) Running away from home
- d) Nightmares or bedwetting
- e) Self-harm, self-mutilation or attempts at suicide
- f) Abuse of drugs or other substances
- g) Eating problems such as anorexia or bulimia
- h) Sexualised behaviour or knowledge in young children
- i) Sexual drawings or language
- j) Possession of unexplained amounts of money
- k) The child taking a parental role at home and functioning beyond their age level
- l) The child not being allowed to have friends (particularly in adolescence)
- m) Alluding to secrets which they cannot reveal
- n) Telling other children or adults about the abuse
- a) Delayed or no learning progress
- b) Low self-esteem
- c) Acting in a sexually inappropriate way towards adults and/or peers
- d) Uneasiness or unusual behaviour with adults
- e) Drawings of a specific sexual nature

## PROCEDURE FOLLOWING AN ALLEGATION

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### What should staff do if a student confides in them?

If a student speaks directly to a member of staff about Child Protection matters, the member of staff must remember that it has taken a lot of courage to get to this point and that this student has chosen them as someone they trust.

If a student confides in a member of staff, it is vital that the member of staff:

- a) Chooses a place to talk where the talk will not be interrupted but also where the member of staff is themselves safe from allegation
- b) Listens carefully and patiently to the student, no matter how difficult the member of staff finds what they are saying
- c) Shows the student they believe in him/her and takes his/her disclosure seriously
- d) Stays calm and reassuring, and maintains neutral body language
- e) Does not promise to keep the conversation secret, no matter how insistent the student may be. The staff member must explain that they are ready to listen but that when they have heard the account there may be parts that they have to tell somebody else in order to get the help required.
- f) Does not press for information, cross-examine or lead the student, as well-intentioned questions could prejudice further investigations. It is particularly important not to use leading questions or to put words into the student's mouth. If the member of staff needs to respond verbally, they should feed back to the student what they have said.
- g) Ensure the student's immediate safety
- h) Make careful notes immediately after the conversation, giving an accurate and full account of what was said. These notes should include all relevant information regarding the setting and circumstances of the communication, including the time and the persons present. A pro-forma is included in this policy document.
- i) Inform the Child Protection Co-ordinator immediately of the disclosure, allegations or suspicion, give them a copy of the written notes and ensure that the CPC is aware of any immediate medical needs. If the allegation is against one of the Child Protection Co-ordinators, communication should be made with the other Child Protection Co-ordinator or with the Deputy Child Protection Co-ordinator.
- j) Take no further action, including discussing their suspicions with the parent or anyone else involved in the care of the student, until the Child Protection Co-ordinator has been in direct consultation with social services and their advice has been given.

A wide range of possible situations can fall into the category of a 'disclosure'. Students will probably:

- a) Tell staff about incidents involving bullying or bribes
- b) Ask for help with minor anxieties: it can be a way of seeking out a safe situation in which to confide a major concern
- c) Reveal things through their behaviour, play and creative work as well as direct disclosure. Young children are more likely to confide, but lack the language.

It is important to remember that:

- a) Older children feel that the abuse isolates them. Abused children and adults often reveal that they believed they were the only ones to have endured this experience.
- b) Abusers can threaten that children who tell will suffer further abuse; and abusers often tell their victims that no-one will believe them.
- c) Most children make some attempt to 'tell' in the early stages of abuse. Often they are not heard. They may never tell again.
- d) Sexual abuse of a young child within a family usually only ends when the secret is told. Such abuse can be ongoing over many years. It is rarely a one-off event.
- e) No one really wants to hear that a child is being abused, but unless someone hears, the abuse goes on

- f) Children react in different ways to the same home circumstances. If one child causes concern it is important to discuss the behaviour of other children in the family.

Sometimes, things that seem to be insignificant or trivial at the time turn out to be vital pieces of information later. If there has been no specific incident or information, staff should try to identify what is really making them feel worried and make a written note, which is dated, timed and signed. The note should be passed to the CPC and a copy kept in a secure place. The child should be monitored. If several notes have been made about the student, the CPC should seek advice.

Allegations about members of staff, volunteers or governors will allege that a person who works with children has:

- a) behaved in a way that has harmed , or may harmed, a child
- b) possibly committed a criminal offence against, or related to, a child
- c) behaved in a way that indicates s/he is unsuitable to work with children.

### **What happens next?**

Once an allegation or disclosure is received it will be treated seriously, and the Child Protection Coordinator will during the same working day:

- a) Assess any urgent medical needs of the student and consider whether the student has suffered, or is likely to suffer significant harm.
- b) Check whether the student is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- c) Confirm whether any previous concerns have been raised by staff.
- d) Take any allegations to the Director of the School (or, if the allegation concerns the Director, the Chair of Governors)
- e) Seek advice if necessary from the Local Safeguarding Children Board, or from the NSPCC or Childline
- f) Contact the police or social services if advised to do so, following up any verbal reports in writing, with a copy sent to Ofsted. In cases of serious harm, the police will be involved from the outset.
- g) Collect together notes and evidence records
- h) Put a risk assessment in place
- i) Consider whether the matter should be discussed with the child's parents, guardian or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- j) If there is an allegation against a member of staff, consider suspension or a change of accommodation if there is cause to suspect that a student is at risk of significant harm or if the matter has been referred to the police
- k) Keep the person who is the subject of the allegation informed of the nature of the allegations and the progress of the case and consider what support is appropriate for the individual, including union representation or counseling
- l) Establish a named contact for the student, parents, outside agencies and the person against whom the allegations are made, and inform them of the contact's name and contact details

If the allegation is made against a volunteer, a supply teacher, contractor or other person not directly employed by the School, the investigation must involve the organisation or agency of employment. For those who are self-employed, the allegation will be passed directly to the London Borough of Richmond Local Safeguarding Children Board or those for Hammersmith or Westminster for advice.

Should a decision be made to refer a case to social services, the parents of those involved will be informed. However should the CPC and Director decide that to inform parents would increase the risk to the student no contact will be made and further legal and Child Protection advice will be taken.

Should a referral be made, the CPC should ask to be informed of the timing of the strategy discussions between the statutory agencies which will decide whether and how to investigate. The CPC should clarify with the investigating agencies when, how and by whom the parents and the child will be told that a referral has been made.

## Principles

Any allegation of abuse made against a teacher or other member of staff or volunteer will be dealt with according to the following principles:

- a) Safeguarding the student is paramount, but the School also has a duty of care towards its employees. The process should be well managed and carried out in a way that provides effective protection for the student and at the same time supports the person who is the subject of the allegation.
- b) Investigations should be fair, thorough, consistent and quick, and the response should be proportionate
- c) The process should be transparent but confidential

The person about whom the allegation has been made should be told about the allegations and the progress of the case, and given a full opportunity to answer the allegation and make representation about it. Resignation and compromise agreements must not prevent an allegation being followed up.

Every effort should be made to maintain confidentiality and guard against unwanted publicity whilst an allegation is being considered or investigated.

## Timescales

It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months. For those cases where it is clear immediately that the allegation is unfounded or malicious then it is expected that they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about Child Protection, the employer should discuss with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the Director should institute appropriate action within 3 working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

## Suspension

The possible risk of harm to children posed by an accused person needs to be effectively evaluated and managed in respect of the student(s) involved in the allegations. In some cases that will require the School to consider suspending the person until the case is resolved. Suspension must not be an automatic response when an allegation is reported. If the School is concerned about the welfare of other students in the community or the teacher's family, those concerns will be reported to the LADO or police but suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension will only be considered in a case where there is cause to suspect a student or other students at the School is or are at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person will not be suspended automatically, or without careful thought being given to the particular circumstances of the case. The School will consider carefully whether the circumstances of the case warrant a person being suspended from contact with students at the School until the allegation is resolved, and may wish to seek advice from the Chief Operating Officer.

The School will also consider whether the result that would be achieved by suspension could be obtained by alternative arrangements: for example, redeployment so that the individual does not have direct contact with the student concerned, or providing an assistant to be present when the individual has contact with students. This allows time for an informed decision regarding the suspension and possibly reducing the initial impact of the allegation. This will however, depend upon the nature of the allegation. The School will consider the potential permanent professional reputational damage to a teacher that can result from suspension where an allegation is later found to be unsubstantiated, unfounded or maliciously intended.

Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched within one working day, giving the reasons for the suspension. The person should be informed at that point who their named contact is within the organisation and provided with their contact details.

Local authority children's social care services or the police cannot require a school to suspend a member of staff or a volunteer, although the School will give appropriate weight to their advice. The power to suspend is vested in the governing body of the School. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the local authority social care services and/or an investigation by the police, the LADO should canvass police and the local authority children's social care services for views about whether the accused member of staff needs to be suspended from contact with children to inform the School consideration of suspension

## **Review**

The Child Protection Policy will be reviewed annually and brought before the Academic and Pastoral committee for approval. This review will include looking at how the duties of Child Protection have been discharged. Questions or comments should be directed to the appropriate member of the Senior Management Team. The Child Protection Co-ordinators will continually monitor Child Protection and safeguarding practices and bring to the notice of the Director and governors any weaknesses or deficiencies. The Governing Body has a duty to remedy any weaknesses that are identified.

## Contact details of agencies outside the School

### Emergency

If someone is in immediate danger always phone **999** and report the matter to the Police.

### Advice

If you are unsure about a situation or events, several organisations will speak in confidence to advise what would be the best thing to do:

NSPCC: 0808 800 5000

Childline: 0800 1111

Kidscape: 08451 295

### Lower School

#### Contacts for Richmond-Upon-Thames Social Services

If anyone is concerned that a child is being abused they can phone Social Services Single Point of Access Team on 020 8891 7969 (outside of office hours phone the Emergency Duty team on 020 8744 2442).

The local Police has a specialist team who deal with Child Protection: 020 8247 6331. In an emergency dial 999 and report the matter to the Police.

The LADO is:

Keiran Travers	k.travers@richmond.gov.uk	020 8891 7961
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The Richmond-Upon-Thames Local Safeguarding Children Board is at:

42 York Street, Twickenham TW13BW (tel: 0208 891 1411)

LSCB Independent Chair: Tony Eccleston: tony.eccleston@btinternet.com

Head of Safeguarding and Quality Performance: Karen.Neill@richmond.gov.uk

Child Protection Manager: Kieran Travers: k.travers@richmond.gov.uk

Child Protection and Planning Manager: Lovona Brown: Lovona.Brown@richmond.gov.uk

### Upper School

#### Contacts for Hammersmith and Fulham Social Services (Wolf House)

If anyone is concerned that a child is being abused they can phone Social Services Contact & Assessment Team on 020 8753 5392 (outside of office hours phone the Emergency Duty team on 020 8748 8588).

The local Police has a specialist team who deal with Child Protection: 0208 246 0830. In an emergency dial 999 and report the matter to the Police.

The LADOs are:

Barbara Beese	barbara.beese@lbhf.gov.uk	020 8753 3535
Tim Deacon	tim.deacon@lbhf.gov.uk	020 8753 5140
Paul Bains	paul.bains@lbhf.gov.uk	0208 753 5124

The Hammersmith and Fulham Local Safeguarding Children Board is at:

Children Services South, Barclay House, Effie Road, London, SW6 1EN (tel: 020 8753 3358)

LSCB Independent Chair: Russell Wate: russell.wate@cambs.pnn.police.uk  
LSCB Development Officer: Sherry Fedee: sherry.fedee@lbhf.gov.uk

### **Contacts for Westminster Social Services (Floral Street and Jebson House)**

If anyone is concerned that a child is being abused they can phone Social Services Duty & Assessment Team on 0207 641 7560 (outside of office hours phone the Emergency Duty team on 020 7461 6000).

The local Police has a specialist team who deal with Child Protection: 020 8246 0830. In an emergency dial 999 and report the matter to the Police.

The LADO is:

Carla Acket	cacket@westminster.gov.uk	020 7641 7665
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The Westminster Safeguarding Children Board (LSCB) is at:

1st Floor, 215 Lisson Grove, London, NW8 8LW (tel: 020 7641 2311)  
[www.westminster.gov.uk/services/healthandsocialcare/familycare/safeguardingchildren/childrenboard/](http://www.westminster.gov.uk/services/healthandsocialcare/familycare/safeguardingchildren/childrenboard/)

Others who may be approached include:

Cathy Smith Child Protection Advisor 0207 641 7675  
John Griffin Child Protection Advisor 0207 641 1615

### **Inspectorates**

From January 2012, the Independent Schools' Inspectorate (ISI) will oversee independent school boarding in the UK and may be contacted by anyone with any concerns.

ISI,  
CAP House, 9 - 12 Long Lane,  
London EC1A 9HA  
Telephone: 0207 600 0100  
Fax: 0207 776 8849

Until January 2012 Ofsted (the Office for Standards in Education) oversees boarding in the UK and may be contacted by anyone with any concerns.

Ofsted,  
Royal Exchange Buildings, St Ann's Square,  
Manchester M2 7LA  
Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
Helpline: 0300123 4234

Ofsted hosts the office of the Children's Rights Director for England, which may be contacted with any query or concern at any time, even after January 2012.

Roger Morgan,  
Office of the Children's Rights Director,  
Ofsted, Aviation House, 125 Kingsway  
London WC2B 6SE  
Website: [www.rights4me.org](http://www.rights4me.org)  
Free Phone: 0800 528 0731

## Pro-forma for recording concerns/allegations of abuse, harm or neglect

Student's full name	
Date of birth	
Home address	
Telephone number	
Name(s) of parents/carers/guardians	
Student's G.P.	
<p>Details of the reason for the record <i>(Notes should be factual and a record of what you saw and heard; this may be important if the notes are used in court. Please continue overleaf or on another sheet if necessary).</i></p> <p>Please include:</p> <ul style="list-style-type: none"><li>a) the context and time</li><li>b) the sequence of events/concerns</li><li>c) the student's actual words if possible</li><li>d) any previous concerns</li><li>e) Your name and position</li><li>e) School name and address</li><li>f) School telephone number</li><li>g) Whether parents/carers have been notified of the referral/permission sought</li></ul>	