



HARRODIAN

Safeguarding Children & Child Protection Policy

Designated Safeguarding Leads:

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| Heather Locke | Deputy Headmistress/Director of Studies |
| Alison Heller | Deputy Head of Sixth Form |
| Jenny O'Neill | Head of Lower Prep |
| Lucy Horan | Head of Pre-Prep |

Introduction

The safety and security of Harrodian pupils is our highest priority. Our aim is to create an environment in which all pupils feel safe, secure, valued and supported. This policy is designed to help pupils, staff and parents achieve the highest standards in matters of child welfare, guidance and protection. In the preparation of this policy document, the Harrodian School is indebted to Richmond Local Safeguarding Children Board (LSCB).

A separate safeguarding policy has been written for staff in the Housekeeping, Kitchen and Maintenance Departments.

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1. Introduction

Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children.
- Children who are, and feel, safe make learners who are more successful.
- Representatives of the whole-school community of pupils, parents and staff will be involved in policy development and review.
- The *Safeguarding and Child Protection Policy* will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

2. Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected, listened to and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all school staff (including volunteers and visitors) and are consistent with those of Richmond upon Thames Local Safeguarding Children Board (LSCB). Keeping Children Safe in Education 2016 Part 1 must be read in conjunction with this policy and forms part of the appendix to this policy.

Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.

Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the school.
- To demonstrate the school's commitment with regard to safeguarding children.

3. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe, effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard Children 2015, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

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

Child refers to all young people in full time education.

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

4. Context

[Section 175 of the Education Act 2002](#) requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

[Section 157](#) of the same act and the [Education \(Independent Schools Standards\) \(England\) Regulations 2010](#) require proprietors of independent schools (including academies and city

technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>, (KCSIE) updated in 2016 is the statutory guidance for schools that supports this policy.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>, EYFS Foundation Stage Framework 2014 supports this policy.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns (see section 6 for further guidance on this).

5. Key Personnel

The designated safeguarding lead with overall responsibility for child protection in the School is:

Mrs Heather Locke (Deputy Head and Director of Studies)

hlocke@harrodian.com

Tel 020 8748 6117 Extension 168

The designated safeguarding lead responsible for child protection in the Pre-Prep School is:

Miss Lucy Horan

lhoran@harrodian.com

Tel 020 8748 6117 Extension 154

The designated safeguarding lead responsible for child protection in the Prep School is:

Mrs Jenny O'Neill

joneill@harrodian.com

Tel 020 8748 6117 Extension 175

The designated safeguarding lead responsible for child protection in the Senior School and Sixth Form is:

Miss Alison Heller

aheller@harrodian.com

Tel 020 8748 6117 Extension 298

The Headmaster is

Mr James Hooke

headmaster@harrodian.com

Tel 020 8748 6117 Extension 126

Contact details: The Harrodian School, Lonsdale Road, London, SW13 9QN

The Safeguarding Governor is:

Mrs Rachael Snaith

rsnaith@harrodian.com

Tel 020 8748 6117 Extension 153

Contact details: The Harrodian School, Lonsdale Road, London, SW13 9QN

6. Roles and responsibilities

The Harrodian School has nominated four senior members of staff and a Safeguarding Governor to coordinate child protection arrangements and these persons are named in this policy guidance. The local authority maintains a list of all Designated Safeguarding Leads (DSLs) for safeguarding and child protection.

The school has ensured that the DSLs have responsibility for:

Managing Referrals

- refer cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure (see below at footnote) including DBS service and Designated Officer (DO, formerly LADO Local Authority Designated Officer).
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern and support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- refer cases where a crime may have been committed to the Police

Working with others

- liaise with the Headmaster to inform of any current and ongoing safeguarding issues within the school especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- liaise with the case managers (as per KCSIE Part 4) and designated officers at the local authority for child protection concerns
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff

Undertake Training

The designated safeguarding leads should:

- undertake training to provide them with the knowledge and skills required to carry out the role. The training should be updated at least every 2 years and in addition to take at least one LSCB level 3 course per year regarding a key issue, for example: CSE (Child Sexual Exploitation), neglect or domestic abuse
- undertake Prevent awareness training
- in addition to the formal training set out above, refresh their knowledge and skills at regular intervals as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:
 - have an understanding of LSCB procedures¹ and local child protection processes, including the assessment process for providing early help and intervention
 - ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
 - are alert to the specific needs of children in need, those with special educational needs and young carers

¹Please note that Richmond upon Thames LSCB operates local procedures which are based upon and aligned to regional and national procedures in respect of safeguarding children and child protection. For local procedures visit: www.proceduresonline.com/richmond/childcare and for regional visit: www.londoncp.co.uk. For national procedures visit: www.workingtogetheronline.co.uk

- are able to keep written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- understand and support the school with regards to the requirements of Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- obtain access to resources and attend any relevant refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the school may put in place to protect them

Raising Awareness

The designated safeguarding leads should:

- ensure the school's child protection policy is known, understood and used appropriately
- ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the Headmaster and Safeguarding Governor regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the local LSCB to make sure staff are aware of training opportunities and latest local policies on safeguarding.
- where children leave the school ensure that their child protection file is transferred to the new school as soon as possible. A confirmation of receipt should be obtained
- recognise the need for safeguarding to be an integral part of the overall curriculum to ensure that children are aware of how to keep themselves safe, e.g. ICT, Sex and Relationship Education and Personal, Social and Health Education

Availability

- During term time one of the designated safeguarding leads should be available during school hours for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead would be expected to be available in person, availability could be via telephone or Skype or other such mediums.
- One of the designated safeguarding leads should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The Safeguarding Governor

The Safeguarding Governor of the School has the overarching responsibility to ensure that the School is compliant with statutory child protection requirements and adheres to the guidance laid out in KCSIE 2016 and Working Together to Safeguard Children 2015.

The Safeguarding Governor will ensure that:

- the DSLs for safeguarding and child protection have undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training
- the child protection policy, and procedures that are consistent with LSCB requirements, are reviewed annually and made available to parents on the school website
- procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the headmaster, KCSIE 2016, Part 4
- safer recruitment procedures are in place that include the requirement for appropriate checks in line with national guidance, KCSIE 2016 Part 3

- a training strategy is in place that ensures all staff, including the Headmaster and Safeguarding Governor, receive regular child protection training, with annual refresher training. The DSLs should receive Level 3 refresher training at two-yearly intervals
- arrangements are made to ensure that all temporary staff and volunteers are aware of the school's arrangements for child protection
- the Safeguarding Governor is responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headmaster. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay

The Headmaster:

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSLs to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensures that children's safety and welfare is addressed through the curriculum

7. Good practice guidelines

KCSIE 2016 advises that all staff should adopt an attitude of 'it could happen here'.

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice:

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in a child's behaviour
- recognising that changes in behaviour may be an indicator of possible abuse
- reading and understanding all of the school's safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and e-safety plans including all staff reading Part 1 of KCSIE 2016
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and/or abuse

The school has a number of areas which are secluded or which, sometimes necessarily, do not have windows or are not easily visible to passers-by. In such areas, it is particularly important that staff exhibit entirely professional behaviour, at all times, when they are with pupils. Ideally, staff (of either sex) should never work on a one-to-one basis with any individual pupil (of either sex) in such areas. Additionally, staff should always avoid one-to-one work with pupils irrespective of the circumstances.

8. Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

9. Children who may be particularly vulnerable

Some children will be at increased risk of neglect and/or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

All of our children receive equal protection and we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse/mental ill health
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- not native English speakers i.e. English is not their first language
- 'looked after children'

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

10. Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously

- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies
- offering safeguarding supervision to any member of staff who may require it

11. Complaints procedure in respect of poor practice behaviour

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the Headmaster and Safeguarding Governor.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

12. If a member of staff has concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle blowing code (appendix 3) enables staff to raise concerns or allegations in confidence if a member of staff or volunteer is alleged to have:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child in a way that indicates he or she would pose a risk of harm if they worked regularly or closely with children

All allegations, complaints or concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Headmaster. Complaints about the Headmaster should be reported to the Safeguarding Governor. See Appendix 3.

13. Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and

misinterpretations of events can, and do, happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. 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. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

The Disclosure and Barring Service has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK. Proprietors are now required to provide information to the Disclosure and Barring Service where they have ceased to use a person's services, for example dismissed them from work in a role involving regular contact with children, because:

- they are considered unsuitable to work with children, or
- as a result of misconduct, or
- because of a medical condition that raises a possibility of risk to the safety or welfare of children.

They should also provide information where a person has resigned or retired during an investigation relating to safeguarding or children.

Where a teacher is dismissed (or would have been dismissed had he/she not resigned) for misconduct, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership (NCTL) should be made. Guidance is available from the NCTL.

School Inspectors will check whether the correct procedure has been followed where safeguarding concerns have been raised about a member of staff.

See Appendix 2

The full procedures for dealing with allegations against staff can be found in part 4 of KCSIE 2016.

Further information on managing allegations against staff is available from the Designated Officer (DO) by telephoning Richmond Single Point of Access (SPA) - 020 8547 5008 (outside of office hours, please ring 020 8770 5000)

14. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff will receive regular safeguarding refresher training, at appropriate levels, as and when required, (at least annually), to keep up with any relevant safeguarding and child protection developments. The training will be in accordance with Richmond Local Safeguarding Children Board guidance and will include local inter-agency working principles. New staff will receive training during their induction.

Date of last full staff training session: 4th January 2017

15. Safer recruitment

Our School endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in KCSIE 2016, (part 3) and the EYFS 2014, chapter 3, together with the local authority and the School's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form and be able to explain any gaps in employment
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through barred list checks, prohibition checks and the Disclosure and Barring Service, as appropriate to their role
- be interviewed face to face

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the child protection policy (see Appendix 1).

Disqualification by Association

The school educates EYFS pupils and therefore requires relevant staff who come into contact with EYFS pupils to complete a self-declaration form that they are not disqualified under the Childcare Act 2006 by association with others.

See also our "Safer Recruitment Policy"

Secure school premises and visitor procedures

The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

The School has clear visitor procedures that have been communicated to all staff.

All visitors who have not been vetted by the School in advance must sign in to the visitors' book at either the Security Lodge or Reception on arrival and sign out on departure. They must be appropriately supervised whilst on School premises by a member of staff or appropriately vetted volunteer.

All visitors will be given a name badge with the title 'Visitor', which must be clearly displayed and worn at all times whilst on the School premises.

All the entrances to the school premises are monitored closely throughout the school day.

The School actively encourages the use of visiting speakers to enrich the experiences of pupils and staff and to stimulate debate. However, staff must ensure that visiting speakers are appropriately vetted and supervised in accordance with the School's visitor procedures. In addition, any messages communicated to pupils by visiting speakers must be consistent with the ethos of the school, and must not marginalise any communities, groups or individuals, or seek to radicalise pupils through extreme or narrow views of faith, religion, culture or other ideologies.

16. Extended school and off-site arrangements

Where extended school activities are provided by, and managed by, the School, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection and health and safety arrangements are in place.

17. Photography and images/use of mobile phones

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. Mobile phones have a place in schools, especially on outings. They are often the only means of contact and can be helpful in ensuring children are kept safe. To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them
- notify parents via the school newsletter that from time to time the school will use photographs of pupils, both in and out of class, for bona fide promotional purposes, e.g. newsletters, school prospectus, school website etcetera. Samples of pupils' work, written pieces and artwork, and their names may also be published. Video footage of pupils will also appear on the school intranet (accessible to parents, pupils and staff)

If parents do not give their consent to the above they will be asked to email Bronwen in the Admin Office on admin@harrodian.com by an agreed deadline at the start of the autumn term of each academic year stating that they do not agree to the use of any photograph/s or video footage of their child/ren for promotional purposes.

Use of mobile phones

To protect children we will:

- only use mobile phones appropriately
- ensure all mobile phone use is open to scrutiny and that staff have a clear understanding of what constitutes misuse and know how to minimise the risk
- ensure staff self-police and are responsible for their own behaviour regarding the use of mobile phones and are informed that they should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations
- as a general rule, staff should not take pictures of pupils using their personal mobile phones. There may however be certain occasions when this is desirable. If this is the case, for example on school trips or events within school, these images will be sent/copied to the appropriate

person/people at school, and the images then deleted from the mobile phone and not stored either on the mobile phone or externally

- ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential
- ensure the use of a mobile phone, for example checking their mobile phone, making calls, sending text messages etc, does not detract from the quality of supervision and care of pupils both inside and out of the classroom.
- ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones by others

Harrodian School mobile

To protect children we will ensure that the Harrodian School mobile:

- is only used by allocated people
- is protected with a password
- is clearly labelled
- is stored securely when not in use
- is not used in areas such as toilets and changing rooms
- if used for taking photographs, images will be deleted regularly and the permission given by parents and carers will be recorded

18. E-Safety and Cyber-bullying

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The School's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in School. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and children understand the possible risks. For more information on E-safety refer to the school's E Safety Policy.

Safeguarding and Child Protection Procedures

1. Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to protect or act to prevent harm. They may be abused by an adult, adults, another child, or children.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure

access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions taken from Working Together to Safeguard Children 2015)

2. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

It can be:

- misuse of associated technology, e.g camera and video facilities
- mobile, e.g. threats by text message and calls
- cyber, e.g. all areas of the internet, such as chat rooms and email

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed ineffective, the Headmaster and the DSP will consider implementing child protection procedures.

KCSIE 2016 also advises of other specific safeguarding issues including:

Private Fostering

Children being privately fostered are required by law to be seen by a social worker. If a member of staff or volunteer becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related, in that person's home, they should raise this in the first instance with one of the DSLs. The DSL will then notify the Richmond Single Point of Access (SPA) who will check that the arrangements are suitable and safe for the child.

Looked after children

Where there is a pupil who is looked after by a local authority, the School will ensure that staff have the skills, the knowledge and understanding necessary to keep such children safe in accordance with the School's 'Looked After Children Policy'. The designated safeguarding lead with overall responsibility for child protection in the School, Heather Locke, has been given the title of 'Designated Teacher' and the responsibility for the welfare and progress of any Looked After Children and will obtain up to date assessment information from the relevant local authority, the most recent Personal Education Plan (**PEP**), contact arrangements with parents, and any other pertinent information. This will follow the DfE statutory guidance to local authorities about how they are to support schools with the care and education of these pupils: 'Promoting the education of looked after children'.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Children at risk of Radicalisation

The Counter-Terrorism and Security Act July 2015 places a duty on certain bodies such as schools to have due regard to the need to prevent people from being drawn into terrorism (***the Prevent duty***).

Staff should be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. If it appears that a pupil is at risk of radicalisation, or displays any indication that they have been exposed to extremism, the designated safeguarding lead with overall responsibility for child protection in the School, Heather Locke, must be informed immediately. She will consider the level of risk to identify the most appropriate referral, which could include consideration at the local Channel panel and contacting the LSCB in the area of the child's residence. 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. A referral to the Channel Panel will normally be made by one of the DSLs but anyone can make a referral in exceptional circumstances such as an emergency or when there is a genuine concern that appropriate action is not being taken.

The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. Schools are required to cooperate with the Channel Panel in providing information about a referred individual. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

There is no single way of identifying an individual who is likely to be vulnerable to being drawn into terrorism. It can happen in many different ways and settings. Symptoms of radicalisation may include absence of positive influences and strains associated with cultural transitions of identity, lifestyle and friendship. In some circumstances, young people at risk **may** also include those with limited social circles who befriend others on social media. Indeed the internet and the use of social media in particular has become a major factor in the radicalisation of young people.

The Channel Vulnerability Assessment Framework may be useful. This provides a description of the vulnerability assessment framework used by Channel to guide decisions about whether an individual needs support to address their vulnerability to being drawn into terrorism as a consequence of radicalisation and the kind of support that they need.

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

Engagement with a group, cause or ideology

Engagement factors are sometimes referred to as 'psychological hooks'. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues.

Intent to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mind-set that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- Them and Us thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objective

Capability to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal capability

The designated safeguarding lead with overall responsibility for child protection in the School, Heather Locke, is the designated Prevent Duty person responsible for co-ordinating action within the School and liaising with other agencies. Although the School assesses the risk to be low at present, the School will implement prevention measures such as applying appropriate restrictions to internet sites likely to promote terrorist and extremist materials, discussing these dangers with pupils when appropriate in suitable forums, and undertaking Prevent awareness staff training periodically to ensure that staff are able to identify pupils at risk and know how to intervene. The designated safeguarding lead will also assess and manage appropriately any risks identified in the vicinity of the School, including those posed by any visiting speakers.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the School's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.

Staff can access government guidance below via GOV.UK and other government websites:

- | | |
|---|---|
| • bullying including cyberbullying | • forced marriage- and Annex A |
| • children missing education – and Annex A | • gangs and youth violence |
| • child missing from home or care | • hate |
| • child sexual exploitation (CSE) – and Annex A | • mental health |
| • domestic violence | • missing children and adults strategy |
| • drugs | • private fostering |
| • fabricated or induced illness | • preventing radicalisation – and Annex A |
| • faith abuse | • relationship abuse |
| • female genital mutilation (FGM) – and Annex A | • sexting |
| | • trafficking |

Specific information about some of the above types of abuse can be found in Annex A of Keeping Children Safe in Education 2016.

All staff who work directly with children must read and understand this annex.

3. Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about, drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age

4. The impact of child abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harming, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

5. Taking action

The following advice is given to staff on key points for taking action:

- in an emergency any necessary action should be taken to help the child, for example, calling 999
- concerns should be reported to the DSL as soon as possible
- if the DSL is not around, information should be shared with the most senior person in the school that day and action should be taken to report the concern to children's social care

- information should be shared on a need-to-know basis only and not discussed with others
- conversations should be written up as soon as possible using "*My Concern*" and the relevant DSL should be contacted as soon as possible. If for any reason "*My Concern*" is not available, all details should be recorded on the 'Record of Concern Form' and handed to the relevant designated safeguarding lead as soon as possible.
- If it comes to attention **outside of school hours or outside of term time** that a pupil may be in immediate danger or is at risk of harm, the following procedures should be followed:

If the danger or risk of harm is considered extreme the police should be called immediately on 999. Heather Locke should be contacted by mobile phone as soon as possible to inform her that this referral has been made.

If a child is considered to be in danger or at risk of harm and the situation cannot wait until normal school hours or term time:

1. One of the DSLs should be contacted using the appropriate mobile phone number
2. If any of the DSLs are unavailable a voice message should be left and a text sent to Heather Locke.
3. A referral should be made to the **POLICE** by calling 999.
4. Heather Locke should be contacted as soon as possible to inform her that a referral has been made.

6. If a child is suspected to be at risk of harm

There will be occasions when it is suspected that a child may be at serious risk, but there may be no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or other physical but inconclusive signs may be noticed. In these circumstances, staff should try to give the child the opportunity to talk. The signs noticed may be due to a variety of factors and it is fine for staff to ask the child if he/she is alright or if they need help in any way. If the child does begin to reveal that they are being harmed the advice in the section 'If a child discloses' should be followed. If, following the conversation, staff remain concerned, they should discuss their concerns with the designated safeguarding lead immediately.

7. If a child discloses information

It takes a lot of courage for a child to disclose that they are being neglected and/or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks about any risks to their safety or wellbeing staff will need to let them know that they must pass the information on. The point at which this is done is a matter for professional judgement.

During the conversation with the child staff should:

- allow the child to speak freely
- remain calm and not over react – the child may stop talking if they feel they are upsetting the teacher

- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences but remember how hard this must be for the child
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this
- at an appropriate time tell the child that in order to help them the information must be passed on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong
- tell the child what will happen next. The child may agree to go to see the designated safeguarding lead. Otherwise the child should be told that someone will come to see them before the end of the day
- report verbally to the designated person as soon as possible

8. Notifying parents

The School will normally seek to discuss any concerns about a child with his/her parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s social care.

9. Referral to children’s social care

The DSL will make a referral to children’s social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

10. Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where necessary. However, there will be occasions when a child’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

11. Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated safeguarding lead, Headmaster or Chairman (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with [Data Protection Act 1998](#) principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the Headmaster.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's data protection policy is available to parents and children on request.

12. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care and/or the police if:

- the situation is an emergency and the designated safeguarding leads and the Headmaster are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety

If, at any point, there is a risk of immediate serious harm to a child, and staff are unable to share the information with one of the DSLs or the Headmaster, a referral should be made to the POLICE or the child's local children services immediately. Anybody can make a referral.

(Please also refer to the procedures in **Section 5 Taking Action**)

If the child lives in Richmond Borough, telephone Single Point of Access - 020 8891 7969.

For out of hours /weekends 020 8770 5000

Related Safeguarding Policies

- Physical Intervention and Contact Policy
- Intimate Care Policy
- Complaints Procedure
- Anti-bullying Policy
- Behaviour Policy
- Safer Recruitment Policy
- Allegations Against Staff Policy
- Looked After Children Policy

13. London Borough of Richmond upon Thames - Key service contacts:

| | | |
|---|---|---------------|
| Single Point of Access (SPA) & Initial Response Team Child and Adolescent Mental Health Service. (CAMHS) | 42 York Street Twickenham TW1 3BW | 020 8891 7969 |
|---|---|---------------|

| | | |
|--|---|---------------|
| Child and Family Consultation Service | Richmond Royal Hospital Kew Foot Road Richmond TW9 2TE | 020 8772 5661 |
|--|---|---------------|

Key professional contacts:

| Title | Address/Telephone |
|---|---|
| Single Point of Access (SPA) Richmond Upon Thames Initial Response Team | 42 York Street Twickenham TW1 3BW 020 8891 7969 For out of hours /weekends 020 8770 5000 mailto:spa@richmond.gov.uk |
| Designated Officer (DO) | Contact via SPA 020 8891 7969 mailto:spa@richmond.gov.uk |
| Police Child Abuse Investigation Team (CAIT) | Feltham Police Station, 34 Hanworth Road, Feltham TW13 5BZ 020 8247 6331 |
| Principal Manager Safeguarding and Family Support | 42 York Street Twickenham TW1 3BW 020 8891 7961 |
| Child Protection and Planning Manager Local Authority | 42 York Street Twickenham TW1 3BW 020 8891 7830 |
| Richmond Local Safeguarding Children Board | 42 York Street Twickenham TW1 3BW 0208 831 6323 |
| Prevent Contacts | DFE contact: 020 7 340 7264 counter.extremism@education.gsi.gov.uk |

PREVENT / Counter-extremism

| ROLE | NAME | CONTACT DETAILS |
|--|------|---|
| | | |
| | | |
| Anti-Terrorist Hotline | | 0800 789 321 |
| DfE dedicated non-emergency helpline/email for staff and governors | | 020 7340 7264 Counter-extremism@education.gsi.gov.uk |
| Extremism online | | www.gov.uk/report-suspicion-activity-to-mi5 |

Local Safeguarding Children Boards (LSCBs)

Anyone concerned about a child can contact the LSCB in the local authority where the child is resident. Authorities near to the School include:

| LOCAL AUTHORITY LSCB | Working Hours | Out of Hours |
|--------------------------|-------------------------------|---------------|
| Brent | 020 8937 4300 | 020 8863 5250 |
| Camden (North) | 020 7974 6600 | 020 7974 4444 |
| Camden (South) | 202 7974 4094 | 020 7974 4444 |
| Ealing | 020 8825 8000 | 020 8825 8000 |
| Hammersmith and Fulham | 020 8753 6600 | 020 8748 8588 |
| Hounslow | 020 8583 3456 | 020 8583 3456 |
| Islington | 020 7527 7400 | 020 7226 0992 |
| Kensington and Chelsea | 020 7361 3013 | 020 7361 3013 |
| Kingston | 020 8547 5008 | 020 8770 5000 |
| Merton | 020 8545 4226 / 020 8545 4227 | 020 8770 5000 |
| Richmond and Barnes | 020 8891 7969 | 020 8744 2442 |
| Wandsworth and Battersea | 020 8871 6622 | 020 8871 6000 |
| Westminster | 020 7641 4000 | 020 7641 6000 |

Other Important Contacts

The following telephone numbers may be useful for pupils and parents:

| | |
|--|--|
| Childline | 0800 1111 |
| NSPCC | 0808 800 5000 www.nspcc.org.uk |
| Kidscape (Anti-bullying helpline for parents) | 08451 205 204 |
| Ofsted's Whistleblower Hotline | 030 0123 3155 |
| Child Exploitation Online Prevention (CEOP) | 0870 000 3344 |
| Disclosure and Barring Services (<i>DBS</i>) | 030 0123 1111 |

Person Responsible: Deputy Headmistress

Last updated: November 2017

Next update: November 2018

Appendix 1

Code of Conduct for School Staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children. To this extent, some of the points below have been proposed by our Senior Student Council, who are keen that staff adhere to a similar set of principles as we expect of them.

All school staff should:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents and colleagues, with consideration and respect
- recognise that differing social and cultural standards may mean that behaviour acceptable to some may be perceived as unacceptable or unreasonable to others
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each child as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff, and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a school pupil constitute an offence
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- encourage all children to reach their full potential
- never condone inappropriate behaviour by children or staff
- exercise good professional judgement as to the appropriateness of their conversations both within and outside of school
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice
- refrain from giving personal contact details, such as phone numbers, private email or home addresses, to any child or parent, unless this has been approved by the school for situations such as sporting fixtures, school trips and tutoring
- refrain from making contact with, or allow contact from children or parents through social networking sites
- respect that much of what happens within our community should be considered private and should therefore not be discussed between colleagues nor outside the school community

Examples of Disrespectful Behaviour

Examples of inappropriate behaviour, as suggested by our Senior Student Council include, but are not limited to, the following:

- Use of threatening or abusive language, profanity or language that is intended to be, or is perceived by others to be demeaning, berating, rude, or offensive;

- Bullying, including conduct or mannerisms that are perceived by others to represent intimidation or harassment;
- Using conversational slurs that demonstrate racial, gender, sexual orientation, or cultural bias;
- Making or telling jokes that are reasonably perceived by others to be crude or offensive;
- Teasing, name calling, ridicule or making someone the brunt of pranks or practical jokes;
- Using sarcasm or cynicism directed as a personal attack on others.

I confirm that I have received, read and understand:

- **The School's Safeguarding and Child Protection Policy.**
- **Part One of Keeping Children Safe in Education 2016**
- **Keeping Children Safe in Education: Annex A Further Information**
- **The Staff Code of Conduct and Whistle Blowing Code**

I confirm that:

- **I have been made aware of and understand my duty to safeguard and promote children's welfare.**
- **I confirm that I know the identity of the Designated Safeguarding Leads and have their contact details.**

Staff name

Signature Date

Appendix 2

Procedure to be followed in the event of an allegation of abuse against a member of staff or volunteer.

The DFE has issued statutory guidance which all schools and local authorities must follow when a potential child protection allegation is made against a member of staff. The guidance is within the document: KCSIE 2016 part 4. The guidance must be followed when the Headmaster/Safeguarding Governor is dealing with the management of any allegations of abuse made against a member of staff or volunteer.

An allegation is any information which indicates that a member of staff/volunteer may have:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child
- behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they worked regularly or closely with children

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life, such as if they had child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headmaster.

Where the allegation is not made directly to the Headmaster, the person to whom the disclosure is made must immediately inform the Headmaster. If it is the Headmaster against whom the allegation is made, the Safeguarding Governor should be notified immediately.

The Headmaster should report the matter to the relevant local SPA or the Designated Officer (DO) within 24 hours, who will offer any appropriate advice to the Headmaster and oversee the investigation, including strategy meetings.

Where the Strategy Discussion subsequently decides that a child protection enquiry should not be undertaken, this decision and any subsequent recommendations for other action will be recorded and reported back to the other parties concerned. The Strategy Discussion may decide to recommend that an internal investigation be carried out by the school or Education Service. If this internal investigation discovered other facts of a serious nature, it would always be possible to

reconvene another Strategy Discussion. In appropriate circumstances, such cases might be referred to the Quality Assurance sub-group of the LSCB.

Where the Strategy Discussion decides that a child protection or criminal investigation should be pursued, this decision will be recorded and an action plan drawn up. The relevant Social Services locality team will then have full responsibility for pursuing and concluding the enquiry, co-ordinating with the Police Child Protection Team, medical personnel and other key workers. They will inform the school and all key workers involved of subsequent developments.

It is possible that the facts of a case may warrant an investigation of the member of staff concerned under the LA's disciplinary procedures. Such an investigation must not be conducted while any formal child protection enquiry or criminal investigation is being pursued.

If the Headmaster is the person against whom the allegation is made, then the initial report should be made to the Chairman not to the Headmaster. The Safeguarding Governor should also be informed. As before, a written and dated record should be made within 24 hours. The Chairman should take responsibility for contacting the Designated Officer (DO) at the SPA in either borough.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headmaster will not investigate the allegation itself, or take written or detailed statements, but refer the concern to the Designated Officer (DO) at the relevant SPA.

Appendix 3

Whistle Blowing Code.

Purpose of the code

The school adheres to the local authority whistle blowing policy and procedures that enable staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above

This code provides additional information to help staff to understand the role of whistle blowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the code

The whistle blowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a child is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that children are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects children, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistle blowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the reputation of the whole school.

Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern that will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistle blowing procedures address these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistle blowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistle blowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.

- You may raise your concern verbally or in writing. You should report your concern directly to the Headmaster.
- If the Headmaster is the subject of your concern, report this to the Chairman or Safeguarding Governor.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the Headmaster, Chairman or Safeguarding Governor informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

The Headmaster, Chairman or Safeguarding Governor will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.

Members of the school community may be asked to provide information or advice.

- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistle blower will be kept informed of the progress of the inquiry.
- The outcome of the inquiry will be one of the following:
 - No poor practice or wrongdoing is established and the case is closed.
 - The concern has some substance and the subject of the concern will receive advice and support from the Headmaster to improve practice.
 - Poor practice or wrongdoing is established and disciplinary proceedings are initiated.
 - The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice.

Alternatively you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work
 3rd Floor, Bank Chambers
 6-10 Borough High Street
 London SE1 9QQ

020 7404 6609
whistle@pcaw.co.uk
www.pcaw.co.uk

Appendix 4

Record of Concern Form

In the event that "My Concern" is unavailable for use, please use this form to record **any** concern about a child's welfare, if you suspect a child may be suffering abuse or neglect, you have received a disclosure from a child or you have received an allegation of neglect or abuse by other means. Once completed, give the form to Heather Locke, Deputy Head **on the same day** and discuss with her at the earliest opportunity.

Use the following questions to help structure your concerns:

- What concerns do you have about the child? How was the child brought to your attention? When was the child brought to your attention?
- Have you spoken to the child? If so, what have they said? Try to use their words as much as possible.

| | |
|--------------------------|-------------|
| Name of Pupil | Form |
| Teacher Concerned | Date |
| Comments | |

| | | |
|--|-----|----|
| Have you spoken to anyone else about your concern? | Yes | No |
| If yes - Who?..... When?..... | | |
| Is this the first time you have been concerned about this child? | Yes | No |
| If No - please give details below: | | |

Signature

Hand this form to the designated safeguarding person before you go home. If the designated person is unavailable, hand it to a member of the Senior Management Team.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help.³ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage

³ Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#)

years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.
11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁴

What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
 - the child protection policy;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989⁵ that may follow a referral, along with the role they might be expected to play in such assessments.⁶

⁴ The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

⁵ Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **All** school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.
18. Departmental advice: [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.
19. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
22. If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁶ Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#)

course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs you to your local children's social care contact number.

23. See page 10 for a flow chart setting out the process for staff when they have concerns about a child.
24. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
25. If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
26. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
27. If a **teacher**⁷, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. See Annex A for further details.

What school and college staff should do if a child is in danger or at risk of harm

28. **If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. [Reporting child abuse to your local council](#) directs you to your local children's social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly

⁷ Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁸

What school and college staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

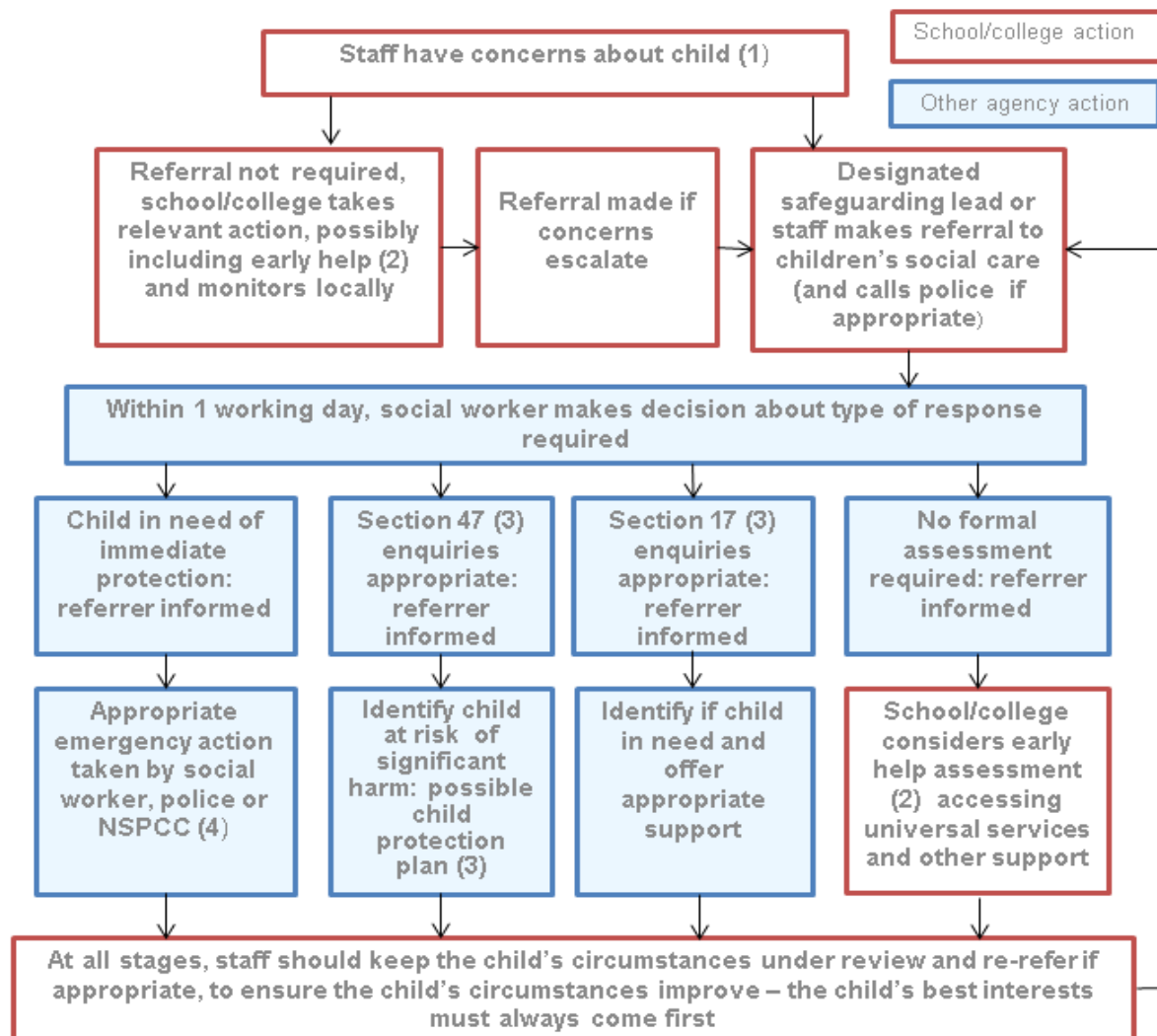
What school or college staff should do if they have concerns about safeguarding practices within the school or college

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.
34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - General guidance can be found at- [Advice on whistleblowing](#)
 - The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.⁹

⁸ [New learning from serious case reviews: a two year report for 2009-2011](#) (We will update with new evidence if it is available before September)

⁹ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**
36. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
37. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
39. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food,

clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

41. **All** staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
42. **All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:
- [bullying including cyberbullying](#)
 - [children missing education](#) – and Annex A
 - [child missing from home or care](#)
 - [child sexual exploitation \(CSE\)](#) – and Annex A
 - [domestic violence](#)
 - [drugs](#)
 - [fabricated or induced illness](#)
 - [faith abuse](#)
 - [female genital mutilation \(FGM\)](#) – and Annex A
 - [forced marriage](#)- and Annex A
 - [gangs and youth violence](#)
 - [gender-based violence/violence against women and girls \(VAWG\)](#)
 - [hate](#)
 - [mental health](#)
 - [missing children and adults strategy](#)
 - [private fostering](#)
 - [preventing radicalisation](#) – and Annex A
 - [relationship abuse](#)
 - [sexting](#)
 - [trafficking](#)
44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the annex.

Annex A: Further information

Further information on a child missing from education

(The government recently consulted on plans to amend regulations from September 2016, to improve information sharing between schools and LAs to help identify children missing education and help protect children from potential harm. This section will be updated to reflect any changes that are made before September 5 2016.)

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.⁷⁰

All schools must inform their local authority⁷¹ of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor

⁷⁰ Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006.

⁷¹ Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006.

his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.⁷²

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice- [Enrolment of 14 to 16 year olds in full time further education](#). The college should also inform the relevant local authority immediately if that child is removed from roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

Further information on child sexual exploitation

(We expect to update this section in the summer when a updated definition of CSE has been agreed)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

⁷² In default of such agreement, at intervals determined by the Secretary of State.

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Further information on so- called ‘honour based’ violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi- agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**⁷³ that requires a different approach (see following section).

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

⁷³ Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term ‘teacher’: “teacher” means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- [Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.⁷⁴ Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties, and is similar in nature to protecting children from

⁷⁴ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they know that another teacher has already reported the case.

other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.⁷⁵ There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard"⁷⁶ to the need to prevent people from being drawn into terrorism".⁷⁷ This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). There is separate guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

⁷⁵ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

⁷⁶ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

⁷⁷ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme.⁷⁸ Channel guidance is available at: [Channel guidance](#). E-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

⁷⁸ Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.⁷⁹

⁷⁹ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015.