

# Newland House School



## Safeguarding and child protection policy

**This Policy applies to all sections of the School  
including the Early Years Foundation Stage.**

<b>Updated:</b>	<b>October 2017</b>
<b>Updated by:</b>	<b>Assistant Head (Pastoral) (DSL)</b> <b>Head of Pre-Prep (DSL)</b>

<b>Authorised by:</b>	<b>Governing Body</b>
<b>Signed</b>	<b>David Ridgeon, Chair of Governors</b>
<b>Date:</b>	<b>2 November 2017</b>

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## 1. School Contacts for Safeguarding

<p><b>Designated Safeguarding Lead - Prep</b></p> <p>Mr John Maguire Assistant Head (Pastoral)</p>	<p>Email: <a href="mailto:jmaguire@newlandhouse.net">jmaguire@newlandhouse.net</a></p> <p>Tel: 020 8865 1252</p>
<p><b>Nursery and Pre-Prep Designated Safeguarding Lead</b></p> <p>Mrs Tracey Chong Head of Prep-Prep</p>	<p>Email: <a href="mailto:tchong@newlandhouse.net">tchong@newlandhouse.net</a></p> <p>Tel: 020 8865 1303</p>
<p><b>Deputy Designated Safeguarding Lead –(Prep)</b></p> <p>Mrs Natalie Parks</p>	<p>Email: <a href="mailto:nparks@newlandhouse.net">nparks@newlandhouse.net</a></p> <p>Tel: 020 8865 1255</p>
<p><b>Deputy Designated Safeguarding Lead – Pre-Prep and Nursery</b></p> <p>Mrs Joanna Markham (Pre-Prep) Mrs Henrietta Cantouris (Head of Nursery)</p>	<p>Email: <a href="mailto:jmarkham@newlandhouse.net">jmarkham@newlandhouse.net</a></p> <p>Tel: 020 8865 1279</p> <p>Email: <a href="mailto:hcantouris@newlandhouse.net">hcantouris@newlandhouse.net</a></p> <p>Tel: 020 8865 1227</p>
<p><b>Head</b></p> <p>Mr David Alexander</p>	<p>Email: <a href="mailto:dalexander@newlandhouse.net">dalexander@newlandhouse.net</a></p> <p>Tel: 020 8865 1234</p>
<p><b>Chair of Governors</b></p> <p>Mr David Ridgeon<sup>1</sup></p>	<p>Email: <a href="mailto:cking@newlandhouse.net">cking@newlandhouse.net</a></p> <p>Tel: 020 8865 1222</p>
<p><b>Designated Safeguarding Governors (DSG)</b></p> <p>Mr Howard Cook<sup>1</sup> Mrs Julia Higgins<sup>1</sup></p>	

1.1 Additional key safeguarding contacts can be found in Appendix 5.

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<sup>1</sup> To be contacted via the Finance and Operations Manager

## 2. Overview

- 2.1 This policy has been developed in accordance with applicable legislation and guidance on safeguarding and promoting the welfare of pupils of the School. It applies to all sections of the School, including the Early Years Foundations Stage (EYFS). This policy will be reviewed every academic year or sooner if changes to legislation, compliance requirements or good practice dictate.
- 2.2 It follows the procedures set out by the London Child Protection Procedures, adopted by the London Borough of Richmond upon Thames Safeguarding Children Board, [www.richmond.gov.uk/local\\_safeguarding\\_children\\_board](http://www.richmond.gov.uk/local_safeguarding_children_board), where full local procedures are available and the statutory guidance<sup>2</sup> "[Working Together to Safeguard Children 2017](#)", "[Keeping Children Safe in Education \(September 2016\)](#)", "[Disqualification under the Childcare Act 2006](#)" and "[Prevent Duty Guidance for England and Wales 2015](#)".

## 3. Statement of responsibility

- 3.1 Newland House School fully recognises the importance of safeguarding and promoting the welfare of pupils of the School and its responsibility in these areas. **The Governing Body takes seriously its legal responsibilities to safeguard and promote the welfare of children and to work together with other agencies to ensure appropriate arrangements within our School to identify, assess and support those children who are at risk of suffering harm. The Governing Body undertakes an annual review of the School's Safeguarding and child protection policy and Code of conduct policy and related procedures and of the efficiency with which the related duties have been discharged. This will be signed off by the Chair of Governors. It recognises that all staff, both teaching and non-teaching, as well as volunteers, have a full and active role to play in protecting our children from maltreatment and harm and that the child's welfare is our paramount concern.**
- 3.2 The Governing Body has two Designated Safeguarding Governors (DSG) whose role is to, on behalf of the Governing Body (which retains overall responsibility), act as the School's senior board level lead to take leadership responsibility for the School's safeguarding arrangements. Terms of reference are set out in Appendix 8.
- 3.3 All staff and governors believe that our School should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

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<sup>2</sup> Statutory guidance means that this should be complied with unless exceptional circumstances arise.

3.4 Our approach to safeguarding is child-centred so that everyone should consider what is in the best interests of the child. Everyone who comes in contact with the child has a role to play in identifying concerns, sharing information and taking prompt action.

## 4. Aims

4.1 The aims of the policy are to:

- support the child's development in ways that will foster security, confidence and independence.
- provide an environment in which children feel safe, secure, valued, respected and confident; they should know how to approach adults if they are in difficulties, and know that they will be listened to.
- raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- provide a systematic means of monitoring children known or thought to be at risk of harm or in need, and ensure we, the School, contribute to assessments of need and support for those children.
- emphasise the need for good communication between all members of staff.
- develop a structured procedure within the School which will be followed by all members of the School community in cases of suspected abuse.
- develop effective working relationships with external agencies, especially the Police and Social Services and to follow the local inter-agency procedures of the Richmond Safeguarding Children's Board.
- ensure that we practice safer recruitment in checking the suitability of staff, governors and volunteers to work with children and young people in accordance with the guidance given in *Keeping children safe in education 2016 (KCSIE)*; *Disqualification under the Childcare Act 2006*; *the Education (Independent Schools Standards England) Regulations 2014*; and the *Statutory Framework for the Early Years Foundation Stage*. A central record will be kept for audit. See also the *Recruitment and selection policy*.
- To ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- Within the Early Years Foundation Stage (EYFS) to follow general welfare requirement: safeguarding and promoting children's welfare. The School will take

necessary steps to safeguard and promote the welfare of the child through the EYFS principles: unique child, positive relationships and enabling environments in order for the children to stay safe. We will ensure that mobile phones are not used in the Nursery or Pre-Prep by staff and visitors. For more information see ***Digital Strategy policy***.

## 5. Core safeguarding principles

### 5.1 We will ensure that:

- All members of the Governing Body understand and fulfil their collective responsibilities as set out in the *Keeping Children Safe in Education guidance (Sept 2016)*. Mr Howard Cook and Mrs Julia Higgins, are the Designated Safeguarding Governors (DSG) who liaise with the School's Designated Safeguarding Leads (DSL), conduct an annual review of safeguarding (see also section on monitoring and review below) and report to the Governing Body on child protection matters. They will liaise with the Local Authority on issues of child protection or in the case of an allegation against the Head or a member of the Governing Body. All governors understand that this is not a delegation of their responsibility but a part of the process by which they ensure that their safeguarding responsibilities are most effectively discharged. Further details on the role of the Governing Body are set out in the ***Governing Body policy***.
- We have a designated member of staff identified as the Designated Safeguarding Lead (DSL) in the Prep who has undertaken a level 3 Child Protection Training Course provided by The Local Children's Safeguarding Board (LSCB). This is currently Mr John Maguire, the Assistant Head (Pastoral) and his role is known to the staff, children and parents.
- We have a designated member of staff within the EYFS setting and the Pre-Prep who takes the lead responsibility for safeguarding children in the Pre-Prep and liaising with the local statutory children's agencies. This is currently Mrs Tracey Chong. Mrs Chong and Mr Maguire are collectively referred to as "the DSL" in this policy.
- Mr Maguire and Mrs Chong work jointly in this role and are supported by Mrs Natalie Parks, Head of Science, Mrs Joanna Markham (Pre-Prep Receptionist) and Mrs Henrietta Cantouris (Head of Nursery).
- All staff and volunteers receive the appropriate training:
  - DSL and deputies maintain their Safeguarding training by attending a level 3 refresher course every two years through the LSCB training programme. This training includes inter-agency working.

- Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.
  - The Head, all School staff and volunteers in regulated activity have regular level 2 child protection training at least every three years as specified by the LSCB. Training will include guidance on the duties of staff in relation to both children in need and children at risk of harm.
  - Staff development training will also include training on online safety and, where they have not been able to access other Prevent training assessed as appropriate for them by the School, the online general awareness training module on Channel. Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyber bullying and mental health.
  - All staff and volunteers will be provided with induction training that includes-the School's Safeguarding and child protection policy, a copy of Part 1 and Annex A of KCSIE (which they must read and confirm understanding before they commence working in school), the Code of conduct policy (including policies on whistleblowing and staff use of social media) and the identity, contact details and function of the DSLs.
  - The DSG and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.
- All staff must read Part One of KCSIE and Annex A and understand that this is a statutory responsibility. It is a requirement that they confirm they have **read and understood** Part 1 of KCSIE and Annex A. A record will be kept of this confirmation. Staff are tested on their understanding by taking a quiz devised by Veale Wasbrough Vizards which they must pass by getting at least 89%.
  - All staff have an equal responsibility to act on any suspicion or disclosure that suggests a child is at risk of harm in accordance with this policy.
  - Temporary staff, voluntary staff and self-employed staff who work with children will be made aware of the Schools arrangements for safeguarding. They will be given a copy of the Safeguarding and child protection policy, Code of conduct policy, Digital Strategy policy and part 1 and Annex A of the KCSIE guidance, and asked to confirm that they have read and understood all four documents.
  - All members of staff develop their understanding of the signs and indicators of abuse.

- All members of staff sign the form in Appendix 6 of this policy confirming that they have read this policy and understand the code of conduct contained within it and the attached appendices.
- Parents are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the School's ***Safeguarding and child protection policy*** on the School website. Assurance will also be obtained that the appropriate suitability checks are in place for staff employed by another organisation working with the School's pupils on another site.
- Our selection and recruitment of staff includes appropriate suitability checks. Senior staff with responsibility for new appointments have successfully completed a course on safer recruitment in education and adhere to safer recruitment procedures when appointing staff. See ***Recruitment, selection and disclosure policy***.
- All staff connected to the School's Early Years and Later Years provisions understand that they are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. All staff must complete and sign a Childcare Disqualification Requirements self-declaration form on appointment and annually at the start of every academic year confirming that are not disqualified from working in connection with the early or later years' provision or disqualified by association.
- Staff who are directly concerned in the management of the School are also asked to completed the Childcare Disqualification Requirements self-declaration form confirming that they are not disqualified to do so.
- The children are taught about safeguarding and welfare issues through the PSHEE curriculum, outside speakers and consultants and assemblies and through 'circle time'. The children are given guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet and building resilience to protect themselves and their peers.
- The children are told that any adult in our School can be spoken to with regard to safeguarding and welfare issues. There are School councils in the Prep and Pre-Prep which allow peer to peer discussion and allow time for 'pupil voice' discussions. This happens in form time and class discussions too.
- There is a designated page on the intranet about Safeguarding and staff have access to newsletters, useful links, guidance and training.

## 6. Types and signs of abuse

- 6.1 Sufficient account has been taken of the nature, age range and other significant features of the School in provision made for safeguarding, particularly the EYFS, and consideration has been given to specific safeguarding issues as laid out in KCSIE.
- 6.2 See **Appendix 1 - Forms of abuse** for details about the types and signs of abuse.
- 6.3 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for Schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- children missing from education
- children missing from home or care
- child sexual exploitation (CSE) – see *Appendix 3* for more information
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see *Appendix 3* for more information
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation - see the *Appendix 4* for more information
- sexting
- teenage relationship abuse
- trafficking

## **7. Children missing from education**

- 7.1 A child missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation<sup>3</sup>.
- 7.2 All new pupils are made current on the Admissions Register on the first day on which the School has agreed they will start. Pupil's attendance is monitored via the daily register.

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<sup>3</sup> *Children Missing in Education Statutory Guidance for Local Authorities September 2016 Annex A 12 8(1)(I)*.

### **Attendance**

- 7.3 Pupils who fail to attend **regularly** or have missed **ten days** or more of School without permission will be notified to London Borough of Richmond Upon Thames (LBRUT).

### **Leavers: Deregistration Procedure<sup>4</sup>**

- 7.4 The School will notify LBRUT **School Admissions** (by phoning 020 8891 7514 or by email to [dawid.tycki@achievingforchildren.org.uk](mailto:dawid.tycki@achievingforchildren.org.uk) ) when a pupil ceases to be a pupil of the School (unless this is at their usual transition point at the end of the final year) and their name is to be removed from the admission and daily register under the grounds detailed in the guidance<sup>3</sup>. The form then needs to be shared with the LA using a secure file transfer system (USO-FX). The School will keep a record in the admission register of the new School the pupil will be attending and the first day on which they start to attend. If a pupil is changing schools, they can only be removed from the current school's register once they have started the new school.
- 7.5 When a school is not provided with a new forwarding address or school, or where a family are moving abroad with no details of new address and school, this is an unknown destination and must be referred via SPA (SPA 020 8547 5008) for the purposes of a Child Missing Education.
- 7.6 The information to be supplied includes:
- a. the full name of the pupil;
  - b. the full name and address of any parent with whom the pupil lives;
  - c. at least one telephone number of the parent with whom the pupil lives;
  - d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
  - e. the name of pupil's destination School and the pupil's expected start date there, if applicable; and
  - f. the ground in regulation 8 under which the pupil's name is to be removed from the admission register.
- 7.7 When a pupil's family whereabouts are unknown (grounds for deletion 8 (f) and 8 (h)), the LA will have already been made aware of the pupil via a SPA referral form and will have jointly been working with the school to try to locate the family.
- 7.8 **Pupils with EHC plans** (formerly Statements of Special Educational Needs), may not be removed from roll without the consent of the LA (SEN). **Children in Care or pupils with**

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<sup>4</sup>[http://www.richmond.gov.uk/home/services/children\\_and\\_family\\_care/schools\\_and\\_colleges/education\\_welfare\\_services.htm](http://www.richmond.gov.uk/home/services/children_and_family_care/schools_and_colleges/education_welfare_services.htm)

**child protection/child in need plans** should not be removed from roll until a discussion has taken place with LA or the allocated social worker.

- 7.9 **Traveller children** of no fixed abode cannot be deleted from the roll of the school which they normally attend when their parents are not travelling. Usual absence procedures apply in these circumstances. The Regulations apply to all schools including Academies, maintained and free schools.

#### **New Starters: Registration Procedure**

- 7.10 The School will notify the local authority within **five days** when a pupil's name is added to the admission register at a **non-standard transition** point using the electronic Non-Standard Transition Form. The form will be shared with the LA using a secure file transfer system (USO-FX). We will provide the local authority with all the information held within the admission register about the pupil.

#### **Weekly returns to LA**

- 7.11 Information about any pupils being withdrawn or added to the register at non-standard transition times, including nil returns, will be returned to the LA on a weekly basis. This is required so that LBRUT can identify schools who are complying with this statutory obligation.
- 7.12 We will contact the previous School of any new starters to ask them to share any safeguarding concerns about the pupil including any relevant documentation.

## **8. Responsibilities of the DSL**

- 8.1 The DSL have the necessary status and authority to be responsible for matters relating to child protection and welfare. The DSL shall be given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.
- 8.2 The DSL are responsible for:
- Referring a child if there are concerns about possible abuse to:
    - The London Borough of Richmond upon Thames Single Point of Access (tel: 020 8891 7969) [spa@richmond.gov.uk](mailto:spa@richmond.gov.uk) or the local authority where the child is resident if not the LBRUT. This will be done in accordance with agreed local arrangements and inter agency procedures within 24 hours of any disclosure and without detailed investigation by the School and will take into account:
      - where relevant, local information sharing protocols relating to Channel referrals;
      - the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence, including the identification of someone who may

already be engaged in illegal terrorist-related activity, will always be referred to children's social care and, if appropriate, the police;

- the child's wishes or feelings; and
- duties of confidentiality, so far as applicable.

8.2.1 If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to children's social care will be made without delay (and in any event within 24 hours).

8.2.2 Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

- The DSL will act as a focal point for staff to discuss concerns.
- Adhering to School procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that such records are kept confidentially and securely and are separate from pupil records.
- Liaising with other agencies and professionals. In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the DSL will liaise with children's social care and where necessary implement an Early Help Assessment (EHA).
- Ensuring that he/she or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with parents.
- Ensuring that any pupil currently subject to a Child Protection Plan, who is absent without explanation for two days is referred to Social Services.
- Ensuring prompt contact is made with children's social care where there are concerns that a child may be in need of help. If a child is deemed as at risk referral must be immediate.
- Organising child protection training updates for all School staff every three years, or earlier if there is any major change in legislation that will deem this necessary.
- Where there is concern that a crime has been committed the matter will be reported to the police.

## **9. Guidelines for staff on suspecting or hearing a complaint of abuse**

- 9.1 Any member of staff who has suspicions that a child may be at risk should immediately consult either of the DSL. The guidelines in this section should be followed.
- 9.2 Staff should be alert to the possibility of abuse taking one or more of the following forms, including neglect, physical injury, sexual abuse and emotional abuse. More guidance is provided in Appendix 1 on spotting forms of abuse and the a flowchart in Appendix 2 helps clarify the process for what to do if you have concerns about a child.
- 9.3 An abused child may choose to confide in any adult in whom they have a particular trust. The following guidelines highlight the most important points to remember in dealing with a disclosure of abuse:
- a) Always listen to the child, no matter how difficult you find what they are saying. Never give an indication that you disbelieve what is being said – keep an open mind.
  - b) Stay calm and reassuring.
  - c) Listen carefully and patiently to the child; ask clarification questions only do not press for information or lead the child, as well intentioned questions could prejudice further investigations. Do not cross-examine children.
  - d) Reassure the child that he/she has done the right thing in telling you and explain that you are going to have to report the disclosure.
  - e) Never promise to keep a secret, no matter how insistent the child may be about confidentiality.
  - f) Do not discuss your concerns or the disclosure with the parent or anyone else involved in the care of the child, until the concerns have been reported in accordance with this policy.
  - g) Consider the child's immediate safety.
  - h) Disclosures and subsequent actions should be carefully recorded in a contemporaneous way. Records should include the date and time; the place of the conversation; and the essence of what was said and done by whom and in

whose presence. The record must be signed by the person making it, using names and not initials.

- i) In cases where a child needs immediate medical attention, the lead First Aider should be consulted before any further enquiries are made or actions taken.
- j) Staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

9.4 All suspicions or complaints of abuse must be reported to the DSL as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in the Allegations Against Staff section should be followed.

9.5 **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.**

9.6 All staff are particularly reminded:

- Teachers must report to the police known cases of FGM in under 18s. See Appendix 2 for further information about FGM and this reporting duty.
- Normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

9.7 These procedures also apply when dealing with any type of abuse including sexting and cyber bullying, by one or more pupils against another pupil. A bullying incident will be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed.

#### **Low level concerns**

9.8 If a member of staff has a low level concern about a child's behaviour or welfare this should be reported on 3SYS. All relevant information should be included and this should be discussed with the DSL to ensure that there is not a more serious underlying concern.

## **10. Allegations against staff**

10.1 The School has procedures for dealing with allegations against staff, Governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff, Governors and volunteers from false or unfounded allegations. These procedures follow Part 4 of KCSIE and will be used where a member of staff, Governor or volunteer has:

- (a) behaved in a way that has harmed a child, or may have harmed a child;
- (b) possibly committed a criminal offence against or related to a child; or
- (c) behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

10.2 The LADO will be informed immediately and in any event within one working day of all allegations against staff, governors and volunteers that come to the School's attention and appear to meet the criteria. Any allegations not meeting this criteria will be dealt with in accordance with the LSCB procedures. Advice from the LADO will be sought in borderline cases.

10.3 All such allegations will be dealt with as a priority without delay.

10.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

### **Reporting an allegation**

10.5 Where an allegation or complaint is made against any member of staff, the DSL or a volunteer, the matter should be reported immediately to the Head, or in his absence to the DSG. The allegation will be discussed immediately with the LADO before further action is taken. Where appropriate, the Head/DSG will consult with the DSL.

10.6 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Governors or the DSG, without first notifying the Head. The allegation will be discussed immediately with the LADO before further action is taken. The Chair of Governors will consult the DSG, and vice versa.

10.7 Where an allegation is made against any governor, the matter should be reported immediately to the Chair of Governors or the DSG. If either the Chair of Governors or the DSG are the subject of an allegation, the matter should be reported to the other. The allegation will be discussed immediately with the LADO before further action is taken. Where appropriate, the Chair of Governors will consult the DSG, and vice versa.

- 10.8 If it is not possible to report to the Head or Chair of Governors or DSG in the circumstances set out above, a report should be made immediately to one of the DSLs. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors and the DSG.

### **Disclosure of information**

- 10.9 The accused person will be informed of the allegation as soon as possible after the LADO has been consulted.
- 10.10 The parents of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- 10.11 Where the LADO advises that a strategy discussion is needed, or the police or Children's Social Care need to be involved, the accused and the parents will not be informed until these agencies have been consulted and it has been agreed what information can be disclosed.
- 10.12 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

### **Ceasing to use staff**

- 10.13 The School will report promptly to the Disclosure and Barring Service, (0870 909 0811) any person ( whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier. Help and advice on referrals can be obtained by calling on 01325 953 795 or by email to [dbsdispatch@dbs.gsi.gov.uk](mailto:dbsdispatch@dbs.gsi.gov.uk) .
- 10.14 Consideration will also be given to making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed for misconduct (or would have been dismissed had he or she not resigned first).

### **Unsubstantiated, false or malicious allegations**

- 10.15 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.
- 10.16 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.
- 10.17 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

### **Record keeping**

- 10.18 Details of of allegations found to be malicious will be removed from personnel records.
- 10.19 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.
- 10.20 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.
- 10.21 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required<sup>5</sup>.

### **Staff guidance and support**

- 10.22 The School has a comprehensive Code of conduct policy for all staff which is discussed at induction and there is also information in the ***Staff Handbook, Anti-bullying policy and the Digital Strategy policy***.

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<sup>5</sup> In accordance with the terms of reference of the Goddard Inquiry all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

- 10.23 We recognise that staff working in the School who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.
- 10.24 Staff and volunteers should also feel able to follow the School's separate **Whistleblowing Policy** to raise concerns about poor or unsafe safeguarding practices at the School, potential failures by the School or its staff to properly safeguard the welfare of pupils or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.

#### **Neutral declaration**

- 10.25 There may be instances when staff have inadvertently breached safeguarding guidelines without meaning any harm and without imposing any danger to the child. In these instances, the staff member should make a neutral declaration to the DSL without fear of any reprimand. Any serious breaches will of course be treated in the normal way.

### **11. Confidentiality and information sharing**

- 11.1 All staff must be aware that they have a professional responsibility to share information and that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working together to safeguard children (February 2017)*, the *Prevent Duty Guidance for England and Wales (July 2015)* and *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (April 2015)*.
- 11.2 The School will share our intention to refer a child to Children's Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will contact the Local Authority on this point. In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public

- 11.3 We recognise that all matters relating to child protection and safeguarding are confidential. The Head or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

## 12. Prevention

- 12.1 We recognise that the School plays a significant part in prevention of harm to our pupils by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection. The School will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty. Class teachers will reinforce this on a regular basis.
- Help the children through the curriculum and PSHEE in particular so that they are equipped with the skills they need to stay safe from harm and to know to whom they should turn for help. This refers to safety at School, at home and e-safety.
- Have procedures in place for dealing with children who go missing from education:
  - Since April 2013 police forces have been using the following definition of 'missing' and 'absent' in relation to children and adults reported as missing to the police. These are:
    - **Missing:** anyone whose whereabouts cannot be established and where circumstances may be out of character, or the context suggests the person may be the subject of crime or at risk to themselves or another.
    - **Absent:** a person not at a place where they are expected or required to be. The School monitors School attendance rigorously. Any unexplained absence is followed-up without delay and will, where deemed necessary, be reported to Social Services and/or the Police. See the E9 – Late collection and *Missing child policy*.
- Operate procedures to promote the educational achievements of children who are looked after.

### Looked After Children

12.2 In the case of children who are looked after by a Local Authority, the School will ensure that staff have the skills, knowledge and understanding necessary to keep them safe. This will include ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers, and information available to the DSL.

- Have in place procedures to fulfil the School's Prevent Duty, to identify children at risk of radicalisation and extremism, protect them and make referrals as appropriate. See Appendix 3 of this policy for information on The Prevent Duty.
- Recognise that some children may not be at risk of harm but may have additional needs that, if not responded to, may escalate to a point where statutory intervention may be necessary. The School has a pastoral care system in place to support children and it may be that these children would also benefit from co-ordinated support from external agencies (for example, health /police) using an early help assessment. The early help assessment will be undertaken by the DSL.

### **13. Supporting children**

13.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame. The behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We recognise that the School may provide the only stability in the lives of the children who have been abused or who are at risk of harm.

13.2 In addition to the actions required elsewhere by this policy, we will support pupils by:

- Encouraging self-esteem whilst not condoning aggression.
- Providing continuing support for a pupil about whom there are current concerns who leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new School.

Instigating a EHA where it is deemed necessary and in fact beneficial for the child to have multi agency support.

### **14. Health and safety**

- 14.1 Under our Health and Safety procedures, we are committed to seeking to protect children both physically within the School environment, in relation to internet use, and when away from the School when undertaking School trips and visits.
- 14.2 Mobile phones have a place in Schools and are often required as an only means of contact available. To protect children we will only use mobile phones appropriately and ensure staff and pupils understand what constitutes misuse. See ***Digital strategy policy***.
- 14.3 To protect children we will obtain parents or carers consent for photographs to be taken or published (for example on our website or in publications). We will ensure staff and pupils understand what constitutes misuse of a camera. See ***Digital Image policy***.
- 14.4 All visitors to the School must report to Reception upon arrival and be recorded as being on site and badged, returning the badge to Reception upon departure. They must read the Safeguarding information at Reception which informs them of who to contact if they have a Safeguarding concern. Unrecognised and un-badged individuals must be greeted and their business or interest at the School established. Under no circumstances must this be left to a pupil. If needed, support should be sought from a senior member of staff.

## **15. e-Safety**

- 15.1 Computers and iPads are a source of education, communication and entertainment. However, we are very aware of the dangers involved in using this kind of technology and do have filters and monitoring systems in place on School equipment to help protect children from online abuse.
- 15.2 Pupils receive guidance on cyber safety through our PSHEE programme, assemblies, visiting speakers and from Gooseberry Planet.
- 15.3 Parents are educated on cyber safety through our arrangement with Gooseberry Planet.
- 15.4 For further information please see ***Digital strategy policy and Anti-bullying policy***.

## **16. Monitoring and review**

- 16.1 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working

with the governors as necessary. The DSL will update the Senior Leadership Team (SLT) regularly on the operation of the School's safeguarding arrangements.

- 16.2 Any child protection incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Governing Body. Where an incident involves a member of staff, the designated officer will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.
  
- 16.3 The full Governing Body will undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the DSG, preparing a written report commissioned by the full Governing Body. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.
  
- 16.4 The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO. The full Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

## Appendix 1 - Forms of abuse

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. The document *'What to do if you're worried a child is being abused'* gives some clear guidance and signs, some of which are detailed below.

### 1. Types of abuse and neglect

- **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 (for example, via the internet). They may be abused by an adult or adults or another child or children.
- **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.
- **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.
- **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:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 2. Signs to look out for

In addition to the information in this section, the LSCB can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused \(2015\)](#) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

### Neglect

Physical signs to look out for:

- Being constantly hungry and sometimes stealing food from others.
- Being in an unkempt state; frequently dirty or smelly.
- Loss of weight or being constantly underweight.
- Being dressed inappropriately for the weather conditions.
- Untreated medical conditions – not being taken for medical treatment for illnesses or injuries.

Behavioural signs to look out for:

- Being tired all the time.
- Frequently missing School or being late.
- Failing to keep hospital or medical appointments.
- Having few friends.
- Being left alone or unsupervised on a regular basis.
- Compulsive stealing or scavenging, especially of food.

### Physical abuse

Physical signs to look out for:

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

Behavioural signs to look out for:

- A child is reluctant to have his/her parents contacted.
- Aggressive behaviour or severe temper outbursts.
- A child who runs away or shows fear of going home.
- A child who flinches when approached or touched.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.
- Covering arms and legs even when hot.
- Depression or moods which are out of character with the child's general behaviour.
- Unnaturally compliant behaviour towards parents or carers.

## **Sexual abuse**

Physical signs to look out for:

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

Behavioural signs to look out for:

- Sudden or unexplained changes in behaviour.
- An apparent fear of someone.
- Running away from home.
- Nightmares or bed-wetting.
- Self-harm, self-mutilation or attempts at suicide.
- Abuse of drugs or other substances.
- Eating problems such as anorexia or bulimia.
- Sexualised behaviour or knowledge in young children.
- Sexual drawings or language.
- Possession of unexplained amounts of money.

- The child taking a parental role at home and functioning beyond their age level.
- The child not being allowed to have friends (particularly in adolescence).
- Alluding to secrets which they cannot reveal.
- Telling other children or adults about the abuse.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.

### **Emotional abuse**

Physical signs to look out for:

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

Behavioural signs to look out for:

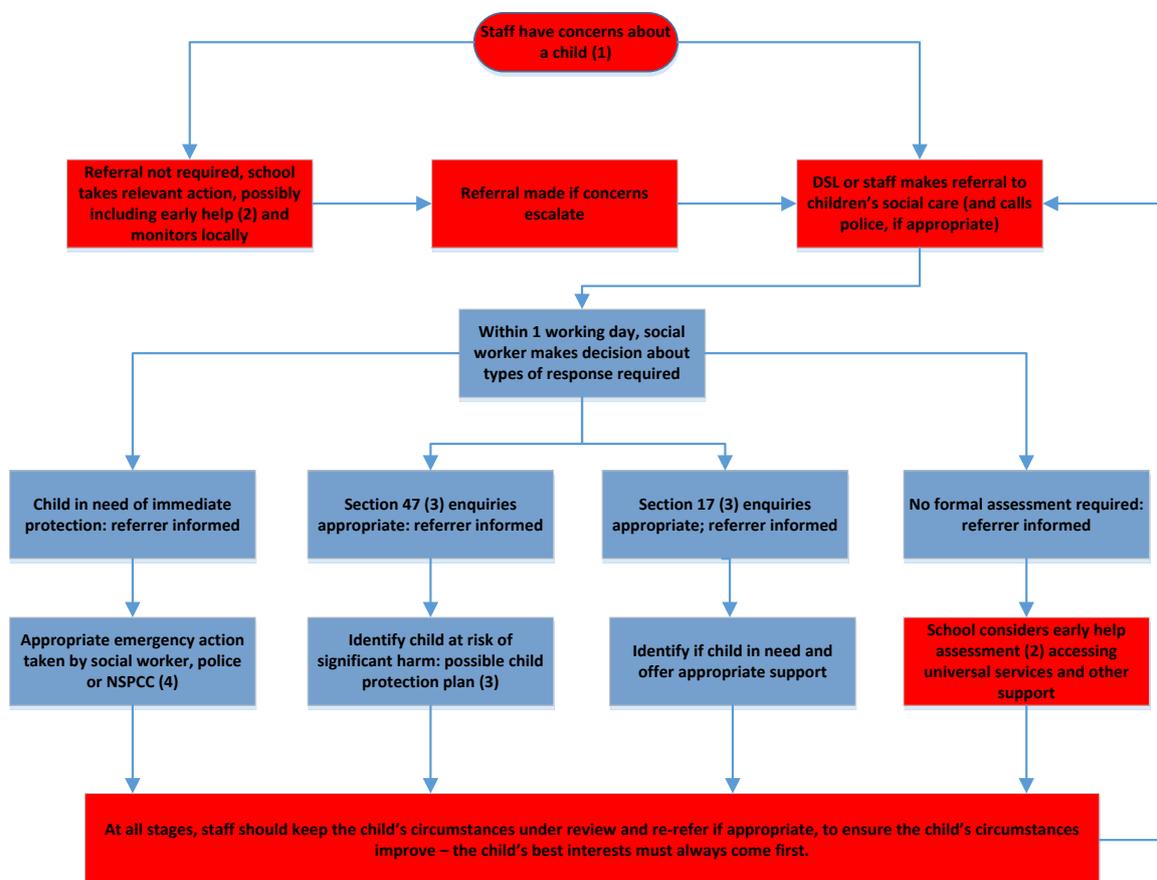
- Compulsive nervous behaviour such as hair twisting or rocking.
- An unwillingness or inability to play.
- An excessive fear of making mistakes.
- Self-harm or mutilation.
- Reluctance to have parents contacted.
- An excessive deference towards others, especially adults.
- An excessive lack of confidence.
- An excessive need for approval, attention and affection.
- An inability to cope with praise

### **Bullying**

Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic, disability, gender, race-related bullying, cyber bullying, inappropriate banter and sexting.

When dealing with abuse by one or more pupils against another pupil when there is “reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm,” the School will refer the abuse to The London Borough of Richmond upon Thames SPA or the local authority where the child is resident, if not the LBRUT.

## Appendix 2 – Actions where there are concerns for a child



1. In cases which involve an allegation of abuse against a member of staff, see Part 4 of the KCSIE 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 and Emergency Protection Order (EPO).

School action

Other agency action

## Appendix 3 - Further information on child sexual exploitation and female genital mutilation

**Child sexual exploitation (CSE)** is a form of sexual abuse where children are sexually exploited for money, power or status. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation doesn't always involve physical contact; it can also occur through the use of technology.. Some of the following signs may be indicators of sexual exploitation:

- 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 don't take part in education.

**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 in the [Multi-agency statutory guidance on female genital mutilation \(April 2016\)](#). Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commenced in October 2015 these procedures remained when dealing with concerns regarding the potential for FGM to take place.

**Where a teacher discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a girl who is under 18, there is a statutory duty upon that individual for them to personally report it to the police. Those failing to report such cases will face disciplinary sanction.** It will be rare for staff to see visual evidence and they should not be examining pupils. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. For advice on how to report cases of FGM please refer to the [Mandatory Reporting of Female Genital Mutilation – procedural information](#) published by the Home Office. If the member of staff is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. Further information can be found in the [Kingston and Richmond LSCB Female Genital](#)

[Mutilation: Prevention Guidelines \(February 2016\)](#) and statutory guidance from the Home Office  
*Multi-agency statutory guidance on female genital mutilation (April 2016)*.

## Appendix 4 - The prevent duty: preventing radicalisation and extremism

From 1 July 2015 specified authorities, including all Schools, 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 to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Schools must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with Schools (but also cover childcare). The statutory Prevent guidance summarises the requirements on Schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- 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 and colleges 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 and colleges to have distinct policies on implementing the Prevent duty.
- 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 Local Safeguarding Children Boards (LSCBs).
- 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 other members of 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. Schools should ensure that suitable filtering is in place. It is also important that Schools teach pupils about online safety more generally.

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. For non-emergency advice for staff and governors refer to [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk) or telephone 020 7340 7264.

### **The Channel Programme**

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. 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. All staff will complete the on-line Channel General Awareness Training.

**Indicators: (this is not an exhaustive list and vulnerability may manifest itself in other ways)**

### **Vulnerability**

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends;
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, involvement with criminal groups

### **Access to extremism / extremist influences**

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate?
- Does the young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity?
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?

- Does the young person sympathise with, or support illegal/illicit groups for example, propaganda distribution, fundraising and attendance at meetings?
- Does the young person support groups with links to extremist activity but not illegal/illicit for example, propaganda distribution, fundraising and attendance at meetings?

### **Experiences, Behaviours and Influences**

- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict.
- Has there been a significant shift in the young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the young person vocally support terrorist attacks; either verbally or in their written work?
- Has the young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

### **Travel**

Is there a pattern of regular or extended travel within the UK or abroad, with other evidence to suggest this is for purposes of extremist training or activity or to locations known to be associated with extremism?

### **Social Factors**

- Does the young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the young person have any learning difficulties/ mental health support needs?
- Is the young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the young person have insecure, conflicted or absent family relationships?
- Has the young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the young person's life has extremist view or sympathies?

- Is the child a looked after child?

**More critical risk factors could include:**

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

## **Appendix 5 - Key safeguarding contacts**

Mr John Maguire - Deputy DSL 020 8865 1252 [jmaguire@newlandhouse.net](mailto:jmaguire@newlandhouse.net)  
Mrs Tracey Chong - DSL 020 8865 1303 [tchong@newlandhouse.net](mailto:tchong@newlandhouse.net)  
Mr Howard Cook - DSG 020 8865 1222  
Mrs Julia Higgins - DSG 020 8865 1222

**Full local procedures may be found on the following website:**

[www.richmond.gov.uk/local\\_safeguarding\\_children\\_board](http://www.richmond.gov.uk/local_safeguarding_children_board)

### **Local Safeguarding Children Board**

Richmond upon Thames LSCB Civic Centre 42 York Street Twickenham TW1 3BW Tel: 020 8831 6323 Email: [maha.gadher@achievingforchildren.org.uk](mailto:maha.gadher@achievingforchildren.org.uk)

**Richmond Single Point of Access (SPA):020 8891 7969**

**020 87705000 out of hours/weekends** [spa@richmond.gov.uk](mailto:spa@richmond.gov.uk)

**Local Authority Designated Officer (LADO): Vivien Rimmer**

**020 8831 6008** [lado@richmond.gov.uk.cjism.net](mailto:lado@richmond.gov.uk.cjism.net)

LSCB Independent Chair

Deborah Lightfoot [deborah.lightfoot@richmond.gov.uk](mailto:deborah.lightfoot@richmond.gov.uk)

LSCB Business Manager

Natalie Allen 020 8891 7849 [natalie.allen@richmond.gov.uk](mailto:natalie.allen@richmond.gov.uk)

Principal Manager, Safeguarding Children and Family Support: Kieran Travers 020 8891 7961 [k.travers@richmond.gov.uk](mailto:k.travers@richmond.gov.uk)

Richmond upon Thames Children's Social Care: 020 8891 7971

Police Child Abuse Investigation Team (CAIT): 020 8247 6331

Child and Family Consultation Service: 020 8772 5661

NSPCC: 0808 800 5000

### **List of Initial Response Teams' Contact Details of Children's Services (Social Care) covering the catchment of our pupils outside London Borough Of Richmond upon Thames**

Chiswick/Hounslow 020 8583 3400 Elmbridge/Weybridge 0300 200 1006 Kingston 020 8547 5888.

## Appendix 6 - Confirmation of Receipt of Safeguarding and child protection policy

Staff name: \_\_\_\_\_ Date of joining the School \_\_\_\_/\_\_\_\_/\_\_\_\_

Role: \_\_\_\_\_

- I confirm that I have received, read and understand the School's *Safeguarding and Child Protection Policy*, including the procedure for reporting concerns about a child set out in the terms of the Safeguarding policy.
- I confirm that I have read and understood part one and Annex A of *Keeping Children safe in Education*.
- I can confirm that I have received, read and understood the School's *Code of Conduct Policy* and *Digital Strategy Policy*.
- I confirm that I have been made aware of my duty to safeguard and promote children's welfare as follows:
  - Place the safety and welfare of children above all other considerations.
  - Treat all members of the School community, including children, parents, colleagues and governors with consideration and respect.
  - Adhere to the principles and procedures contained in our Safeguarding Policy 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 School pupils constitutes an offence.
  - Be alert to and report appropriately, any behaviour that may indicate that a child is at risk of significant harm.
  - Encourage all children to reach their full potential.
  - Never condone inappropriate behaviour by children or staff.
  - 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.

**Further information on staff code of conduct can be found in the Staff Handbook and Code of Conduct policy.**

Staff Signature : \_\_\_\_\_ Date : \_\_\_\_\_

HR Manager Signature : \_\_\_\_\_ Date : \_\_\_\_\_

Please sign and return this form to the HR and Compliance Manager

### Appendix 7 - Log of a concern about a child's safety and welfare

Pupil's Name :		D.O.B. :	
Date :			
Name :		Signature :	
Position in School:			
Note the reasons for recording the incident:			
Record the following factually:	Who?		
	What?		
	Where?		
	When?		
Offer and opinion where relevant (how and why this might have happened):			
Substantiate the opinion. Note any action taken, including names of anyone to whom your information was passed:			

## Appendix 8 - The Designated Safeguarding Governor (DSG)

1. The main role of the Designated Safeguarding Governor on behalf of the Governing Body (which retains overall responsibility) is to act as the School's senior board level lead to take leadership responsibility for the School's safeguarding arrangements, which he/she will do by discharging the following functions:
  - Champion the promotion of well-being, safeguarding and child protection issues at the highest level within the School.
  - Encourage other members of the Governing Body to develop their understanding of the Governing Body's responsibilities with regard to well-being, safeguarding and child protection and support them in the performance of these duties.
  - Ensure that the Governing Body puts in place a suitable child protection and safeguarding policy and associated procedures which have proper regard to prevailing regulations, guidance, standards and advice.
  - Be familiar with the Local Safeguarding Children Board (LSCB) guidance and procedures relating to safeguarding and child protection and associated issues, including local protocols for assessment and the LSCB's threshold document, contributing to inter-agency working.
  - Contribute to ensuring any deficiencies in the School's safeguarding practices brought to governors' attention from any source are investigated and addressed
  - Meet regularly with the School's DSL in order to monitor the effectiveness of the School's Safeguarding and child protection policy and the implementation of these across the School. It is recommended that this is at least a termly meeting.
  - Ensure that the Governing Body receives a report on the implementation of the School's Safeguarding and child protection policy to support the full Governing Body's review of safeguarding in the School at least annually (or earlier if needed in response to changes to the law, policy or statutory guidance or as appropriate in response to specific incidents) in accordance with all statutory guidance (and guidelines adopted by the Governing Body).
  - Ensure that the Governing Body is made aware of any proven incident or allegation (anonymised where appropriate) which has implications for the School's Safeguarding and child protection policy.
  - Ensure that the DSL is part of the School's SLT, and has sufficient time and resources at his/her disposal to carry out his/her duties effectively.
  - Ensure that the DSL (and Deputy DSL, if appointed) receive appropriate training to provide them with the knowledge and skills required to carry out the role at least every two years, and that their knowledge and skills are appropriately refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

- Ensure that arrangements are in place for the inclusion of child protection training on the School's procedures in an induction programme for all people working in the School, no matter for how long, nor the status of that individual.
  - Ensure that the School makes opportunities available to staff to feed into and shape the School's approach to safeguarding and safeguarding policies.
  - Ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff and volunteers.
  - Review the School's Single Central Register on at least a termly basis, after undertaking sufficient training to be able to interrogate the register and identify potential deficiencies. It is recommended that at least one review per year is on an unannounced basis.
  - Be aware of how safeguarding and child protection issues, including guidance on adjusting behaviours to reduce risks, the safer use of electronic devices, social media and the internet and advice on who to turn to for help, are properly addressed through the curriculum and schemes of work.
  - Ensure that appropriate IT filters and monitoring systems are in place to prevent children from accessing harmful or inappropriate material.
  - Ensure that staff have the necessary knowledge and understanding to keep looked after children safe, with identified staff tasked to promote the educational achievement of looked after children.
  - Ensure that the Governing Body carries out regular risk assessments of factors particular to the School which have a bearing on the profile of particular well-being and safeguarding issues, such as (without limitation) historical concerns, looked after children, mental health, body image, self-harm, children missing education, radicalisation, pupils performing a caring role at home, children with special educational needs or learning difficulties, those for whom English is an additional language, child sexual exploitation, female genital mutilation and cyberbullying
  - Both provide to, and seek from, the Local Authority and other relevant agencies information about how the Governing Body's duties in respect of safeguarding and child protection have been discharged, where appropriate or requested.
2. The identity of and contact details for the DSG, together with an outline of his/her duties, will be publicised widely within the School community to ensure that pupils, parents, staff and Governors understand the purpose and importance of the role.
  3. To the extent that the role and duties of the DSG conflict with those assumed by others within the School, including the Chair of Governors, the Governing Body will take all necessary action to resolve those conflicts so as to achieve clarity about respective roles and duties. This may include amendments to the Safeguarding and child protection policy, the School's constitutional documents and/or other governance arrangements applicable to the School.

4. Each of the DSG and the Chair of the Governing Body will undertake appropriate training in accordance with the LSCB's recommendations to fulfil the respective role and duties.