

Newland House School



Safeguarding and Child Protection policy

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

Updated: September 2022

Updated by: Designated Safeguarding Leads

Authorised by: Governing Body

Signed

Andrew Gumpert, Chair of Governors

Date: Agreed at Governor's meeting on 22 September 2022

Contents		
1	School contacts for Safeguarding	Page 3
2	Overview	Page 4
3	Statement of responsibility	Page 4
4	Aims	Page 5
5	Core Safeguarding principles	Page 6
6	Types and signs of abuse	Page 9
7	Children missing from education	Page 12
8	Responsibilities of the DSL	Page 14
9	Guidelines for staff on suspecting or hearing a complaint of abuse	Page 16
10	Allegations against staff	Page 18
11	Low level concerns about staff	Page 22
12	Confidentiality and information sharing	Page 24
13	Prevention	Page 25
14	Supporting children	Page 27
15	Health and safety	Page 28
16	e-Safety	Page 29
17	Monitoring and review	Page 30
Appendices		
Appendix 1	Forms of abuse	Page 32
Appendix 2	Actions where there are concerns for a child	Page 37
Appendix 3	Child sexual exploitation, Child Criminal Exploitation, County Lines and female genital mutilation	Page 38
Appendix 4	The Prevent Duty	Page 42
Appendix 5	Key safeguarding contacts	Page 45
Appendix 6	Confirmation of receipt of Safeguarding and child protection policy	Page 47
Appendix 7	Log of a concern about a child's safety and welfare	Page 48
Appendix 8	The role of the Designated Safeguarding Governor	Page 49
Appendix 9	The role of the Designated Safeguarding Lead	Page 51

1. School Contacts for Safeguarding

Designated Safeguarding Lead - Prep Mr John Maguire Deputy Head (Prep)	Email: jmaguire@newlandhouse.net Tel: 020 8865 1252
Pre-Prep Designated Safeguarding Lead Mrs Sophia Excell Deputy Head (Prep-Prep)	Email: scexcell@newlandhouse.net Tel: 020 8865 1303
Nursery Designated Safeguarding Lead Miss Laura Kettle	Email: lkettle@newlandhouse.net Tel: 020 8865 1227
Deputy Designated Safeguarding Leads Mrs Laura Clouting (Head of EYFS) Mrs Luci Bailey-Pratt (Head of Year 1) Mrs Annabel Gürdenli (Head of Year 2) Miss Olivia Davenport (Head of Year 3) Mrs Cara Clark (Joint Head of Year 4) Mr Sam Neal (Temp Joint Head of Year 4) Mrs Georgia Bruce (Head of Year 5) Mrs Nancy Vickers (Joint Head of Year 6) Miss Sarah Pomroy (Joint Head of Year 6) Mr Ian Bardgett (Head of Years 7 and 8)	Email: lclouting@newlandhouse.net Tel: 020 8865 1279 Email: lbaileypratt@newlandhouse.net Tel: 020 8865 1279 Email: agurdenli@newlandhouse.net Tel: 020 8865 1279 Email: odavenport@newlandhouse.net Tel: 020 8865 1220 Email: cclark@newlandhouse.net Tel: 020 8865 1220 Email: sneal@newlandhouse.net Tel: 020 8865 1220 Email: gbruce@newlandhouse.net Tel: 020 8865 1220 Email: nvickers@newlandhouse.net Tel: 020 8865 1220 Email: spomroy@newlandhouse.net Tel: 020 8865 1220 Email: ibardgett@newlandhouse.net Tel: 020 8865 1220
Head Mr Chris Skelton	Email: cskelton@newlandhouse.net Tel: 020 8865 1234
Chair of Governors and Designated Safeguarding Governor (DSG) Mr Andrew Gumpert ¹ Miss Polly Holmes	Email: ebell@newlandhouse.net Tel: 020 8865 1222 Or safeguarding@newlandhouse.net

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

¹ To be contacted via the Bursar or shared Safeguarding email Safeguarding@newlandhouse.net.

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, where full local procedures are available and the statutory guidance² "[Working Together to Safeguard Children \(July 2018\)](#)", "[Keeping Children Safe in Education \(September 2022\)](#)", "[Disqualification under the Childcare Act 2006](#)" and "[Prevent Duty Guidance for England and Wales \(Updated April 2021\)](#)".

LSCB New Partnership Arrangements

- 2.3 New safeguarding partners and child death review partner arrangements came into place from September 2019. These comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within each area. Safeguarding partners are expected to ensure schools are "fully engaged, involved and included in the new safeguarding arrangements" (DfE, 2019a) and it is expected that they will name schools and colleges as relevant agencies and if named schools will have a statutory duty to cooperate with the published arrangements.

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**

² Statutory guidance means that this should be complied with unless exceptional circumstances arise.

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 leads to take leadership responsibility for the School's safeguarding arrangements. Terms of reference are set out in Appendix 8.
- 3.3 Members of the Governing Body take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated.
- 3.4 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.
- 3.5 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 2022 (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 2022)***. Mr Andrew Gumpert, is currently the Designated Safeguarding Governor (DSG) and liaises with the School's Designated Safeguarding Leads (DSL). A formal annual review of safeguarding (in the form of a Safeguarding audit for the Local Safeguarding Children's Board (LSCB)) is completed and this, as well as termly reviews of issues and concerns, are reported to the Governing Body (see also section on monitoring and review below). 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 three designated members of staff identified as the Designated Safeguarding Lead (DSL) who have undertaken a level 3 Child Protection Training Course provided by the LSCB. These are currently Mr John Maguire, the Deputy Head (Prep), Mrs Sophia Excell, Deputy Head (Pre-Prep) and Miss Laura Kettle, Nursery Manager. Their role is known to the staff, children and parents, are collectively referred to as “the DSL” in this policy and are responsible for sharing Safeguarding updates and delivering termly Inset training for all staff.
- Mr Maguire, Mrs Excell and Miss Kettle work jointly in this role and are supported by the Deputies. The full list of staff responsible for Safeguarding is set out in section 1 and Appendix 5.
- The DSL have a Safeguarding mentor, Gerald Ring, with whom they meet at least termly to discuss Safeguarding issues and best practice.
- 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.
 - DSL and deputies will also undergo training in helping them understand the unique risks associated with online safety and in understanding additional risks that SEND pupils can face online.
 - Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training provided by Educare. This will be completed every three years.
 - The Head, all School staff, governors 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), Behaviour and sanctions policy and the identity, contact details and function of the DSLs.

- The DSG and the Chair of Governors will complete the Governance of Safeguarding training and any other 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, Annex A and Annex B (a summary of which can be found in Appendix 3) before they start working with any pupil. A record will be kept of this confirmation and staff will be tested on their understanding.
- **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 and those who volunteer or are self-employed 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, Behaviour and sanctions policy and part 1 and Annex A of the KCSIE guidance, and asked to confirm that they have read and understood all five documents.
- All members of staff develop their understanding of the signs and indicators of abuse through training, workshops and information shared by professional agencies. Information is available on the Safeguarding page on the Staff intranet page.
- 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.
- 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 PSHE 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.
- Children are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- 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* 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. 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 abuse – see *Appendix 1* for more information
- 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

Child on child abuse

6.4 Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, spitting or otherwise causing physical harm; upskirting³, nude or semi-nude image sharing and initiating/hazing⁴ type violence and rituals, and abuse in intimate personal relationships between peers.

6.5 At Newland House we take a zero-tolerance approach to abuse, and it should never be passed off, for example, as “banter”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. We recognise that it is more likely that girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously. Any allegations of child-on-child abuse will

³ ‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

⁴ Hazing definition - To persecute or harass with meaningless, difficult, or humiliating tasks or to initiate, as into a college fraternity, by exacting humiliating performances from or playing rough practical jokes upon.

be recorded, investigated and dealt with and throughout the process victim, perpetrator and any other children affected by child-on-child abuse will be supported

- 6.6 We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported

Contextual safeguarding

- 6.7 Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside school. All staff, but especially the DSL (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here from the [Contextual Safeguarding Network](#).

- 6.8 Further advice is available from [What to do if you're worried a child is being abused – Advice for Practitioners](#). The [NSPCC](#) website also provides useful information on abuse and neglect and what to look out for.

Extra-Familial Harms

- 6.9 The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.
- 6.10 Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Serious violence

- 6.11 All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or

new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Mental Health

- 6.12 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- 6.13 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to a DSL or a deputy.

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 radicalisation⁵. Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay.
- 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.

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).

⁵ *Children Missing in Education Statutory Guidance for Local Authorities September 2016 Annex A 12 8(1)(I).*

Leavers: Deregistration Procedure⁶

- 7.4 The School will send a weekly return to LBRUT Achieving for Children using their defined process using Google Forms (dereg@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 guidance⁵. The School will obtain confirmation from parents and 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. The school will make contact with the new school to ensure attendance when there are any current or historic safeguarding concerns for the pupil leaving.
- 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 of the Education (Pupil Registration) (England) Regulations 2006
 - g. 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 under regulation 8(1), paragraph (f)(iii) and 8(1), paragraph (h)(iii) of the Education (Pupil Registration) (England) Regulations 2006), 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.

6

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

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 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 With effect from May 2019 the school is no longer required by LBRUT to submit a return within **five days** when a pupil's name is added to the admission register at a **non-standard transition** point.

Weekly returns to LA

7.11 Information about any pupils being withdrawn from 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 At least one DSL or deputy will be available at all times, including school holidays. In exceptional circumstance, where a DSL or deputy is not available, staff may speak with a member of the Senior Leadership Team (SLT) and/or take advice from the LSCB. Any action should be shared with the DSL as soon as possible.

8.3 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 8547 5008) 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.

8.3.1 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).

8.3.2 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 one of the DSL. If one of the DSL is not available, contact a Deputy DSL or a member of the SLT. 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 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 and 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. 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 or any concerns staff have about a child 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. It should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- 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 have a legal duty to report known cases of FGM in under 18s to the police. 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.

Sexual Violence and sexual harassment.

9.8 When dealing with situations of sexual violence or harassment, the DSL or member of staff will take into consideration the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or staff?
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

9.9 As always when concerned about the welfare of a child, all staff should act in the best interest of the child.

Low level concerns about children

9.10 If a member of staff has a low-level concern about a child's behaviour or welfare this should be reported on CPOMS. 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.

Allegations

10.2 It is an allegation if the person⁷ has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or
- Possibly committed a criminal offence against or related to a child or children and/or
- Behaved towards a child or children in a way that indicates that he or she may pose a risk of harm to children and/or
- Behaved or may behave in a way that indicates they may not be suitable to work with children (also includes behaviour outside school).

10.3 The LADO will be informed without delay 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 these criteria will be dealt with in accordance with the LSCB procedures. Advice from the LADO will be sought in borderline cases.

10.4 Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

10.5 The LADOs role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or a combination of these.

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

Reporting an allegation

10.7 Where an allegation or complaint is made against any member of staff (including supply teachers), the DSL or a volunteer, the matter should be reported immediately

⁷ Person can be anyone working in the school that provides education for children under 18 years of age ,including supply teachers, volunteers and contractors.

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.

- 10.8 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.
- 10.9 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.
- 10.10 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

- 10.11 The accused person will be informed of the allegation as soon as possible after the LADO has been consulted.
- 10.12 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.
- 10.13 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.
- 10.14 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

- 10.15 The School will report promptly to the Disclosure and Barring Service, (**03000 200 190**) 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 customerservices@db.s.gsi.gov.uk .
- 10.16 Consideration will also be given to making a referral to Teaching Regulation Agency (TRA) 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

- 10.17 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.
- 10.18 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.
- 10.19 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

- 10.20 Details of allegations found to be malicious will be removed from personnel records.
- 10.21 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.
- 10.22 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.
- 10.23 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required⁸.

⁸ 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

Staff guidance and support

- 10.24 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***.
- 10.25 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.
- 10.26 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

- 10.27 There may be instances when staff have inadvertently breached safeguarding guidelines without meaning any harm and without imposing any danger to the child. Staff should be encouraged and feel confident to self-refer, where for example, they have found themselves in a situation that could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. 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. Low level concerns about staff

- 11.1 We recognise that the possibility that adult working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concern about the conduct of other adults in the school should be taken to the Head without delay; any concerns about the Head should go to the Chair of Governors who can be contacted using details in section 1.

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.

- 11.2 Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Head.
- 11.3 Concerns may come from various sources, for example, a suspicion, complaint or a disclosure made by a child, parent or adult within or outside of the school or as a result of vetting checks undertaken.
- 11.4 The Head will decide whether the concern is an allegation or a low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards the child does not meet the threshold for referral to the LADO.
- 11.5 Concerns may be graded low-level if the concern does not meet the criteria for an allegation and the person has acted in a way that is inconsistent with the staff code of conduct including inappropriate conduct outside of work. Example behaviours include (but are not limited to)
- Being overly friendly with children
 - Having favourites
 - Taking photographs of children on their mobile phone
 - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door or
 - Using inappropriate sexualised, intimidating or offensive language.
- 11.6 If the concern is being raised via a third party, the Head will collect as much evidence as possible by speaking:
- Directly to the person who raised the concern, unless it has been raised anonymously
 - To the individual involved and any witnesses.
- 11.7 Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.
- 11.8 Low-level concerns should be recorded in writing, including:
- Name of individual⁹ sharing their concerns
 - Details of the concern
 - Context in which the concern arose
 - Action taken
- 11.9 Records must be kept confidential, held securely and comply with the Data Protection Act 2018. This information will be retained on the individual's personnel file until it is securely destroyed in line with the School's retention policy which is set out in the **Data Protection policy**.

⁹ If the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

- 11.10 Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- 11.11 If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.
- 11.12 The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

12. Confidentiality and information sharing

- 12.1 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)*.
- 12.2 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
- 12.3 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.
- 12.4 When children leave school, the DSL should ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. This should be transferred separately

from the main pupil file. Receiving schools should ensure key staff such as DSL and SENDCOs are aware as required.

- 12.5 In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.
- 12.6 All staff will be guided with regards to their obligations under the Data Protection Act 2018 and the GDPR which place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure by the Finance and Operations Manager who is the Data Protection Officer for the school.
- 12.7 ***The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.***

13. Prevention

- 13.1 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

13.2 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.

Children potentially at greater risk of harm

13.3 Children who need a social worker (Child in Need and Child Protection Plans) are potentially at a greater risk as they may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities

and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

- 13.4 Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
 - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
 - communication barriers and difficulties in managing or reporting these challenges.
- 13.5 At Newland House we provide extra pastoral support and attention for these children. The Head of Learning Enrichment has responsibility for SEND across the whole school and we have a co-ordinator in the Pre-Prep as well. Some SEND pupils may have group intervention lessons and/or one-to-one sessions. The Head of Learning Enrichment monitors their wellbeing through these lessons and from feedback from all staff working with those more vulnerable pupils.

Children who are lesbian, gay, bisexual or trans (LGBT)

- 13.6 The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT can be just as vulnerable as children who identify as LGBT.
- 13.7 Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Newland House School, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak with either their Form Teacher or the Well Being Co-ordinator.

14. Supporting children

- 14.1 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.
- 14.2 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 who leaves the school and who the school continue to be concerned about, 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

15. Health and safety

- 15.1 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.
- 15.2 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***.
- 15.3 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***.
- 15.4 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.

16. e-Safety

- 16.1 As the children work increasingly work online, it is essential that they are safeguarded from potentially harmful and inappropriate online material. All teaching staff must complete the online safety training to help support pupils and to be aware of the potential areas of danger.
- 16.2 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 when children use the school's network to access the internet. These systems are regularly reviewed for their effectiveness.
- 16.3 Pupils with SMART phones may be able to access the internet using their own data plan, therefore phones are not allowed during the school day and are kept in a locked cupboard. Watches with internet access are also not allowed in school.
- 16.4 The School recognises the need for members of staff, on occasion, to have their mobile phones whilst working. It can be useful for the purpose of calling for help in any emergency situation. However, the phones should be kept on silent mode in a drawer or bag and not used for personal phone calls, texting, e-mailing or internet use within the context of a lesson or at any other time when children are present. Staff should not be using their mobile phones around the school when there are children present especially whilst on duty including holiday clubs.
- 16.5 Support staff may use their personal mobile phone in the case of an emergency during working hours, as an alternative method to using the radios if the radio is not available or if they are working alone. Mobile phones may not be used when in the vicinity of pupils unless it is an emergency. Personal use of mobile phones should be kept to a minimum during working hours.
- 16.6 The school reserves the right to request a record of mobile phone use by a member of staff within a school day or while taking part in a school activity offsite.
- 16.7 Photographs of children taking part in school activities should only be taken on a school memory card or with a school camera and should also be subject to parental agreement as indicated on the parental consent form.
- 16.8 Visitors must be advised that they must not use their mobile phones in any of the School's buildings and should wait until they are off the school premises to use it.

16.9 Pupils receive guidance on cyber safety through our PSHE programme, assemblies and visiting speakers. *For Early Years settings we comply with the online safety guidance for practitioners¹⁰.*

16.10 For further information please see ***Digital strategy policy and Anti-bullying policy.***

17. Monitoring and review

17.1 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 SLT regularly on the operation of the School's safeguarding arrangements.

17.2 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.

17.3 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 which takes the format of the Safeguarding Audit which is sent to the LSCB. This Audit 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. The DSG will share key issues and concerns raised in the audit with the full Governing Body and the full audit will be available on the Governor's page on the intranet or on request.

17.4 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 this Policy and the implementation of its procedures

¹⁰ <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>

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.

- 17.5 The DSL are supervised and supported by an external moderator; meeting with them termly to discuss and quality assure any safeguarding activity.

Appendix 1 – Forms Of Abuse

A person may abuse or neglect a child¹¹ 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. Child to child abuse can take any of the below forms.
- **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

¹¹ A child is defined as being 18 or below.

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

Domestic Abuse

Definition: The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse
- (b) violent or threatening behaviour
- (c) controlling or coercive behaviour
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services) and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.'

The **National Domestic Abuse** helpline can be called free of charge and in confidence, 24 hours a day on **0808 2000 247**.

Children requiring mental health support

The school has an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

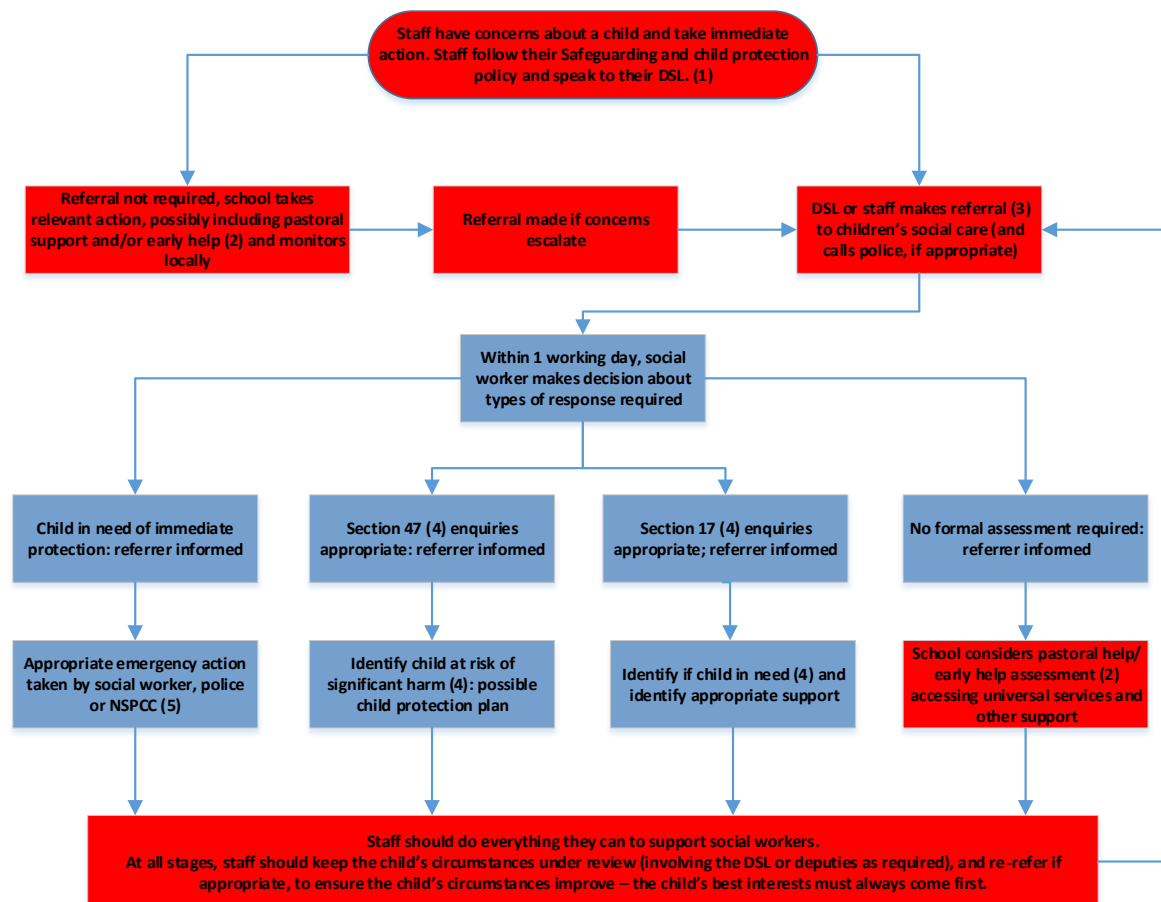
If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy DSL.

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. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
4. 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. Children may need to be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working together to safeguard children.
5. This could include applying for an Emergency Protection Order (EPO).

School action

Other agency action

Appendix 3 - Further information on specific forms of abuse and safeguarding issues including child sexual exploitation, Child Criminal Exploitation, Child abduction, children and the court system, children with family members in prison, County Lines, Modern slavery, Female genital mutilation and Honour Based Abuse

Annex B of the Keeping Children Safe in Education (2021) guidance sets out important additional information about specific forms of abuse and safeguarding issues. All staff are required to read Annex B and this is summarised below.

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.

Child Criminal Exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- 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

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

www.actionagainstabduction.org and www.clevernevergoes.org

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

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 legal 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)*.

Honour Based Abuse (HBA) 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 HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

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 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 - DSL 020 8865 1252 jmaguire@newlandhouse.net
Mrs Sophia Excell - DSL 020 8865 1303 scexcell@newlandhouse.net
Miss Laura Kettle - DSL 020 8865 1227 lkettle@newlandhouse.net
Mr Andrew Gumpert - DSG 020 8865 1222 ebell@newlandhouse.net
Miss Polly Holmes - DSG 020 8865 1222 ebell@newlandhouse.net
Shared Safeguarding email address: safeguarding@newlandhouse.net

In an emergency if you think a child is in immediate danger call 999

Full local procedures may be found on the following website:

www.richmond.gov.uk/local_safeguarding_children_board

Local Safeguarding Children Board

Richmond upon Thames LSCB Civic Centre, Ground Floor, 44 York Street Twickenham TW1 3BZ Tel: 020 **8831 6323** Email: lscb-support@kingrichlscb.org.uk

Richmond Single Point of Access (SPA):020 8547 5008

020 8770 5000 out of hours/weekends spa@richmond.gov.uk

Local Authority Designated Officer (LADO): Jackie Alsop

020 8891 7370 mobile 07774 332675 lado@achievingforchildren.org.uk

LSCB Independent Chair Ian Thomas

LSCB Business Manager: 020 8891 7849 natalie.allen@richmond.gov.uk

Principal Manager, Safeguarding Children and Family Support: Kieran Travers 020 8891 7961 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.

KRSCP Independent Scrutineer: Chris Robson, chrisrobson@kingrichlscb.org.uk

KRSCP Manager: Tracey Welding, tracey.welding@kingrichlscb.org.uk

KRSCP Professional Advisor: Elisabeth Major, elisabeth.major@kingrichlscb.org.uk
KRSCP Schools Co-ordinator: Lucy MacArthur, lucy.macarthur@kingrichlscb.org.uk
KRSCP Learning and Development Manager: Daksha Mistry, daksha.mistry@kingrichlscb.org.uk
KRSCP Co-ordinator and Child Death Review: Sarah Bennett, sarah.bennett@kingrichlscb.org.uk
KRSCP Business Support Officer: Jay Wylie-Board, jay.wylie-board@kingrichlscb.org.uk

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: _____

- School's ***Safeguarding and Child Protection Policy***, including the procedure for reporting concerns about a child. (Reviewed and updated September 2022).
- Part one and Annex A of ***Keeping Children safe in Education*** (September 2022).
- ***Code of Conduct Policy*** (reviewed and updated September 2022).
- ***Digital Strategy Policy***. (reviewed and updated September 2022).
- ***Behaviour and Sanctions Policy***. (reviewed and updated September 2022).

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 : _____

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.

Appendix 9 – The role of the Designated Safeguarding Lead (DSL)

Summary of the role

- To take lead responsibility for all child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise.
- To have the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children.
- Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.

Main duties and responsibilities

Managing referrals

- To take lead responsibility for:
 - referring all cases of suspected abuse of any pupil at the School to children's social care;
 - supporting staff who make referrals to the local authority children's social care;
 - referring cases to the Channel programme where there is a radicalisation concern as required;
 - supporting staff who make referrals to the Channel programme;
 - making referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child;
 - making referrals to the police where a crime may have been committed which involves a child.

Working with others

- To act as a point of contact with safeguarding partners.
- Meet at least once per term with the Designated Safeguarding Governors.
- To liaise with the Head in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School.
- To liaise with the Head or case manager and the LADO on child protection matters which concern a staff member.
- To liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with the relevant agencies.; and
- To act as a source of support, advice and expertise to all staff.

Raising awareness

- Ensure the School's child protection policies are known, understood and used appropriately.
- Ensure the School's child protection policy, is reviewed at least annually, and the procedures and implementation are updated and reviewed regularly, and to do so in conjunction with the governing body.
- Ensure the child protection policy is available publicly.
- Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.
- Maintain links with the safeguarding partners to ensure staff are aware of training opportunities and the local policies on safeguarding.

Preventing radicalisation

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) (**Prevent Duty**) the DSL has the following responsibilities:

- acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;
- co-ordinating Prevent Duty procedures in the School;
- undergoing appropriate training on the Prevent Duty such as the Home Office "Workshop to Raise Awareness of Prevent" (**WRAP**) training;
- undergoing appropriate training on the Channel programme;
- assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers, and keeping records of such training;
- monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty; and
- liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated.

Child protection file

- Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and separately from the main pupil file, ensuring secure transit and confirmation of receipt.
- In addition to providing the child protection file, to consider whether it is appropriate to share any information with the new school or college in advance of a child leaving.

Availability

- To always be available in term time during school hours for staff to discuss any safeguarding concerns.
- In conjunction with the Head and / or Governing Body to make adequate and appropriate cover arrangements for out of hours / out of term activities.

Line management duties and responsibilities

The Designated Safeguarding Lead will have line management responsibility for the Deputy Designated Safeguarding Lead.

Training

- The Designated Safeguarding Lead should receive appropriate child protection training every two years.
- The Designated Safeguarding Lead should undertake Prevent awareness training.
- The knowledge and skills of the Designated Safeguarding Lead should be refreshed at regular intervals to allow them to understand and keep up to date with developments to their role so that they can:
 - understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements;
 - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff, volunteers, contractors and governors;
 - be alert to the specific needs of children in need, those with special educational needs and young carers;
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
 - understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
 - be able to keep detailed, accurate, secure written records of concerns and referrals;
 - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
 - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;

- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

You may also be required to undertake such other comparable duties as the Head or Governors requires of you from time to time.