



## Child Protection/Safeguarding Policy

Member of staff responsible: Clare King

Last reviewed: 2<sup>nd</sup> September 2019

Headmistress:

A handwritten signature in black ink, appearing to be the name "Clare King".

Policy witnessed and signed by School Proprietor & Chair of Governors:

Mr A Mehta

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Mr D Tidmarsh

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<b>Deputy Designated Safeguarding Lead (DDSL)</b>	Assistant Head: Meghan Hardy Email: <a href="mailto:m.hardy@westburyhouse.surrey.sch.uk">m.hardy@westburyhouse.surrey.sch.uk</a> Telephone (term time): 020 8942 5885
<b>Designated Safeguarding for EYFS</b>	Nursery Manager: Mrs Susan Alkiviades Email: <a href="mailto:s.alkiviades@westburyhouse.surrey.sch.uk">s.alkiviades@westburyhouse.surrey.sch.uk</a> Telephone: 020 8942 5885
<b>Deputy Designated Safeguarding for EYFS</b>	Deputy Nursery Manager: Miss Pippa Allcock Email: <a href="mailto:p.allcock@westbury.surrey.sch.uk">p.allcock@westbury.surrey.sch.uk</a> Telephone: 020 8942 5885
<b>Board Level Lead for Safeguarding</b> Mrs Michelle Fennelly	Email: <a href="mailto:michelle@inspiredlearninggroup.co.uk">michelle@inspiredlearninggroup.co.uk</a> Telephone number: 020 7127 9862
<b>Proprietor</b> Amit Mehta	Email: <a href="mailto:amit@inspiredlearninggroup.co.uk">amit@inspiredlearninggroup.co.uk</a> Telephone: 020 7127 9862

### Key Contacts

<p><b>Kingston &amp; Richmond Safeguarding Children Partnership (KRSP)</b></p>	<p><b>Single Point of Access (SPA)</b> Telephone: <b>020 8547 5008</b></p> <p>Secure email <a href="mailto:spa@rbk.kingston.gov.ukcjsm.net">spa@rbk.kingston.gov.ukcjsm.net</a></p> <p><b>Emergency out of hours contact: 020 8770 5000</b></p> <p>For child protection concerns in an emergency outside of office hours all day Saturday, Sundays and bank holidays</p>
<p>Local Authority Designated Officer (LADO) team Achieving for Children</p> <p>Richmond, Kingston and Windsor &amp; Maidenhead LADO Service</p>	<p>Julie Fisher</p> <p>07774 332 675</p> <p>Alice Vicary-Stott &amp; Linda Sheehan</p> <p><b>New Referrals please call 020 8891 7370</b></p> <p>Email: <a href="mailto:LADO@achievingforchildren.org.uk">LADO@achievingforchildren.org.uk</a></p>
<p><b>Independent Schools Inspectorate</b></p>	<p>Telephone: 0207 600 0100</p> <p>Email: <a href="mailto:concerns@isi.net">concerns@isi.net</a></p>
<p><b>Police liaison officer</b></p>	<p>The Beverley Team</p> <p>0208 721 2750</p> <p><a href="mailto:Beverley.snt@metpolice.uk">Beverley.snt@metpolice.uk</a></p>
<p><b>Prevent partners and advice about extremism</b></p>	<p><b>PC Emil Kamdar</b> <b>Local Operations Officer - Kingston Upon Thames</b> <b>SO15 Counter Terrorism Command</b> Tel: 020 8247 8900 Mobile: 07585 888 850 <a href="mailto:Emil.Kamdar@met.police.uk">Emil.Kamdar@met.police.uk</a> Metphone: 738900 Address: c/o Earlsfield Police Station</p>
<p><b>UK Safer Internet Centre</b></p>	<p>0344 381 4772</p> <p><a href="mailto:helpline@saferinternet.org.uk">helpline@saferinternet.org.uk</a></p>
<p><b>NSPCC whistleblowing helpline</b></p>	<p>NSPCC Weston House 42 Curtain Road London EC2A 3NH Telephone: 0800 028 0285 (8am -8pm) Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p>

## Aims

- 1.1 This is the safeguarding and child protection policy and procedures of Westbury House Preparatory School. The school is committed to acting in the best interests of the child and to create a culture of safety, equality and protection.
- 1.2 The aims of this policy are as follows:
  - 1.2.1 to actively promote and safeguard the welfare of children, staff and others who come into contact with the school
  - 1.2.2 to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and/or allegations of abuse
  - 1.2.3 to raise the awareness of all staff, peripatetic teachers and volunteers of their safeguarding responsibilities and how to report concerns
  - 1.2.4 to ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and others and feel supported in this role
  - 1.2.5 to ensure consistent good safeguarding practice throughout the school.

## **2 Scope and application**

- 2.1 This policy applies to the whole school including the Early Years Foundation Stage (**EYFS**).
- 2.2 This policy applies at all times including where pupils or staff are away from the school.
- 2.3 This policy applies to core school activities and to out of hours activities.
- 2.4 This policy is designed to address the specific obligations on the school to safeguard and promote the welfare of children, as defined below.

## **3 Regulatory framework**

- 3.1 This policy has been prepared to meet the School's responsibilities under:
  - 3.1.1 Education (Independent School Standards) Regulations 2014
  - 3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, March 2017)
  - 3.1.3 Education and Skills Act 2008
  - 3.1.4 Childcare Act 2006
  - 3.1.5 Children and Social Work Act 2017
  - 3.1.6 Data Protection Act 2018 and General Data Protection Regulation (GDPR)
  - 3.1.7 Equality Act 2010.
- 3.2 This policy has regard to the following guidance and advice:
  - 3.2.1 Keeping children safe in education (DfE, September 2019) (**KCSIE**)
  - 3.2.2 Working together to safeguard children (HM Government, July 2018) (**WTSC**)
  - 3.2.3 Disqualification under the Childcare Act 2006 (DfE, 31 August 2018)
  - 3.2.4 Revised Prevent duty guidance for England and Wales (HM Government, July 2015)
  - 3.2.5 Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015)

- 3.2.6 Multi-agency statutory guidance on female genital mutilation (HM Government, April 2016)
- 3.2.7 What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015)
- 3.2.8 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, July 2018)
- 3.2.9 Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety (UKCCIS), August 2016)
- 3.2.10 Children missing education (DfE, September 2016)
- 3.2.11 Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017)
- 3.2.12 Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)
- 3.2.13 Searching, screening and confiscation: advice for schools (DfE, January 2018)
- 3.2.14 Listening to and involving children and young people (DfE, January 2014)
- 3.2.15 Safeguarding children (links to government guidance and resources)
- 3.2.16 Achieving for Children Safeguarding Children Board referral / threshold procedures / guidance.

3.3 The following School policies and procedures are relevant to this policy:

- 3.3.1 staff code of conduct
- 3.3.2 staff acceptable use and social media policy
- 3.3.3 whistleblowing policy
- 3.3.4 safer recruitment policy
- 3.3.5 behaviour and discipline policy
- 3.3.6 anti-bullying policy (including online safety)
- 3.3.7 acceptable use policy for pupils
- 3.3.8 risk assessment policy for pupil welfare
- 3.3.9 missing pupil policy
- 3.3.10 policy on special educational needs and learning difficulties
- 3.3.11 health and safety policy.

## 4 Publication and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 This policy is also available to staff in the shared drive (T drive).

## 5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
  - 5.1.1 References to **working days** mean Monday to Friday, when the school is open during term time. The dates of terms are published on the school's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working
  - 5.1.2 **Safeguarding** is promoting well-being and welfare by protecting the rights of adults to live in safety, free from abuse and neglect and safeguarding and promoting the welfare of children (as defined below).
  - 5.1.3 **Safeguarding and promoting the welfare of children** is defined in KCSIE as:
    - (a) protecting children from maltreatment
    - (b) preventing impairment of children's health or development
    - (c) ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
    - (d) taking action to enable all children to have the best outcomes.
  - 5.1.4 **DSL** means the School's Designated Safeguarding Lead. References to the DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.
  - 5.1.5 Reference to staff includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, volunteers and the Proprietor unless otherwise indicated.

## 6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy and has specific responsibilities as described in Part 2 of KCSIE.
- 6.2 The Proprietor has nominated a senior board level member to take leadership responsibility for the School's safeguarding arrangements. Contact details are set out in the School contacts list at the front of this policy.
- 6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Designated Safeguarding Lead	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness <sup>3</sup>	Designated Safeguarding Lead	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Designated Safeguarding Lead	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the school's processes under the policy	Deputy DSL	As required, and at least annually
Formal annual review	Proprietor	At least annually

#### 6.4 Designated Safeguarding Lead

- 6.3.1 The Proprietor has appointed a senior member of staff of the school's leadership team to the role of the DSL. The DSL has the necessary status and authority to take lead responsibility for all aspects of safeguarding and child protection (including online safety) throughout the school.
- 6.3.2 The DSL has the time, funding, training, resources and support to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and / or to support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the school contacts list at the front of this policy. The main responsibilities of the DSL and Deputy DSL are set out in **Appendix 4**.
- 6.3.4 If the DSL is unavailable the activities of the DSL will be carried out by the Deputy DSL. The Deputy DSL's details are also set out in the school contacts list at the front of this policy.



## 7 Safeguarding principles

- 7.1 The school will take reasonable steps to ensure that its pupils and others who come into contact with the school do not, as a result, come to harm or are exposed to abuse.
- 7.2 Abuse is a form of maltreatment. Somebody may abuse or neglect a person by inflicting harm, or by failing to act to prevent harm. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- 7.3 Any safeguarding concern raised by any person will be taken seriously and action taken in accordance with the relevant school policies and procedures.
- 7.4 Specific duties in relation to children
- 7.4.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility.
- 7.4.2 Every pupil should feel safe and protected from any form of abuse and neglect. The indicators of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 1.
- 7.4.3 The school is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The school requires everyone who comes into contact with children and their families to share this commitment.
- 7.4.4 The school will:
- (a) follow the local inter-agency procedures of the Achieving for Children Safeguarding Children Board
  - (b) develop effective working relationships with all other agencies involved in safeguarding children
  - (c) support the child's development in ways that will foster security, confidence and resilience and to be explicit to all stakeholders that the school does not use corporal punishment
  - (d) integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse
  - (e) provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
  - (f) ensure that all adults within our school who have access to children have been checked as to their suitability
  - (g) be alert to signs of abuse both in the school and from outside and take steps to protect individuals from any form of abuse, whether from an adult or another child
  - (h) deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with his / her agreed child protection plan
  - (i) design and operate procedures which, so far as possible, ensure that staff and others who are innocent are not prejudiced by malicious, false, unsubstantiated or unfounded allegations
  - (j) prepare staff to identify children who may benefit from early help
  - (k) be alert to the needs of pupils with physical or mental health conditions, special educational needs or disabilities, where additional barriers can exist when detecting abuse or neglect

- (l) encourage a culture of listening to pupils and taking account of their wishes and feelings in any measure put in place by the school to protect them
- (m) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse
- (n) assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area
- (o) identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified; and
- (p) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the school or in the local area.

#### 7.4.5 Contextual safeguarding

- (a) Safeguarding incidents and / or behaviours can be associated with factors outside the school and / or can occur between children outside the school.
- (b) All staff, including the DSL, should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and / or welfare.
- (c) Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.

7.5 Staff may follow the school's whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the school or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

### 8 Responsibilities of staff in relation to safeguarding

8.1 Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil.

8.2 All staff have a duty to:

8.2.1 report any concerns they may have about the safety and/or wellbeing of pupils

8.2.2 report any concerns they may have about the safety and/or wellbeing of other persons associated with the School

8.2.3 report any safeguarding concerns about staff or anyone else associated with the School.

8.3 The procedures for doing so are set out below. If staff are unsure about the process, they should not hesitate to speak to the DSL, senior leadership team or directly to children's social care or police in their absence for guidance.

### 9 What to do if staff have a concern about a pupil

9.1 If staff have **any concern** about a pupil's welfare, action should be taken **immediately**.

9.2 A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support, to an emerging problem or to a potentially unmet need or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.

9.3 The member of staff must report the concern to the **DSL** or the **DDSL** in the DSL's absence.

9.3.1 The contact details of the DSL and DDSL are set out in the contacts list at the front of this policy.

9.3.2 See **Appendix 2** for guidance about what to do when receiving a disclosure and recording a concern.

9.4 If the concern involves an allegation against staff, this must be reported in accordance with the procedures set out **Appendix 3**.

9.5 Teachers must report known cases of female genital mutilation (FGM) to the police. See **Appendix 1** for further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.

## **9.6 What if the DSL is unavailable?**

- 9.6.1 The DSL or the DDSL should always be available to discuss safeguarding concerns and may be contacted on their mobile phones in relation to any safeguarding concerns out of School hours.
- 9.6.2 If in exceptional circumstances the DSL and DDSL are unavailable, which may occur outside term time or school hours, staff must not delay taking action. Staff should speak to their line manager or a member of the senior leadership team and / or advice should be taken from children's social care. The contact details are set out at the front of this policy.
- 9.6.3 Where a child is suffering, or is likely to suffer from harm, a referral to children's social care should be made immediately. Anyone may make a referral and parental consent is not required for referrals to statutory agencies. Staff should be aware of the process for making referrals direct to children's social care and / or the police in these circumstances. **See section 12** below for details on making a referral.
- 9.6.4 Any action should be shared with the DSL or DDSL, or a member of the senior leadership team, as soon as is practically possible.

### **9.6.5 Action by the DSL**

- 9.6.6 On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the Achieving for Children Safeguarding Children Board procedures and referral threshold document. Such action may include:
- (a) managing any support for the pupil internally via the school's own pastoral support processes (seeking advice from children's social care where required)
  - (b) an early help assessment (**see 10 below**); or
  - (c) a referral for statutory services (**see 12 below**).
- 9.6.7 The views of the child will be taken into account when considering the appropriate course of action but will not be determinative.
- 9.6.8 If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

## **10 Managing support for pupils internally**

- 10.1 The school has a framework for the identification, assessment, management and review of risk to pupil welfare so that appropriate action can be taken to reduce the risks identified. **See section 21** and the school's risk assessment policy for pupil welfare.
- 10.2 The DS team will draw up an action plan based on the Child in Need Plan to put in place appropriate support and help, including input from SENDCO and other teaching staff.

## **11 Early help**

- 11.1 Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation through to teenage years. The school understands that providing early help is more effective in promoting the welfare of children than reacting later.
- 11.2 The school's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:

- 11.2.1 is disabled and has specific additional needs
- 11.2.2 has special educational needs (whether or not they have a statutory education, health and care plan)
- 11.2.3 is a young carer
- 11.2.4 is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- 11.2.5 is frequently missing / goes missing from care or from home
- 11.2.6 is misusing drugs or alcohol themselves
- 11.2.7 is at risk of modern slavery, trafficking or exploitation
- 11.2.8 is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- 11.2.9 is looked after or who has returned home to their family from care
- 11.2.10 is showing early signs of abuse and / or neglect
- 11.2.11 is at risk of being radicalised or exploited
- 11.2.12 is a privately fostered child.

11.3 A member of staff who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Achieving for Children Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

11.4 If early help is appropriate, staff may be required to support other agencies and professionals in an early help assessment and will be supported by the DSL and carrying out this role. In some cases, staff may be required to take a lead role.

11.5 The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse or does not appear to be improving.

## 12 Making a referral

12.1 **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately.** The contact details for children's social care are set out at the front of this policy.

### 12.2 Statutory assessments

12.2.1 Children's social care may undertake a statutory assessment under the Children Act 1989 into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

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

- (b) **Children suffering or likely to suffer significant harm:** Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

- 12.3 Staff required to make a direct referral may find helpful the flowchart set out on **page 16 of KCSIE (September 2019)** and the flowcharts set out in Chapter 1 of WTSC for information about the likely actions and decisions required.
- 12.4 Staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:
- 12.4.1 personal details of the child including the child's developmental needs
  - 12.4.2 detailed information about the concern
  - 12.4.3 information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.
- 12.5 If the referral is made by telephone, this should be followed up in writing.
- 12.6 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.
- 12.7 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.
- 12.8 Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves.

### **13 Allegations against pupils - peer on peer abuse**

- 13.1 Allegations against pupils should be reported in accordance with the procedures set out in this policy (**see section 9 above**). If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 KCSIE and take into account the local response of the police and children's social care to these issues. The views of the alleged victim will be taken into account but will not be determinative.
- 13.2 A pupil against whom an allegation of abuse has been made may be suspended from the school as a neutral measure during the investigation and the school's policy on behaviour, discipline and sanctions will apply. The school will take advice from children's social care and / or the police, as appropriate, on when and how to inform the pupil and his / her parents about the allegations and how investigation of such allegations will be conducted. The school will carry out risk assessments and take all appropriate action to ensure the safety and welfare and continued education of all pupils including the pupil or pupils accused of abuse.
- 13.3 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of relevant agencies, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.
- 13.4 All those involved in such allegations will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary

### **14 What to do if staff have a concern about someone else's welfare**

- 14.1 Staff who have concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.

14.2 In the absence of an express procedure about reporting, they should report such concerns to their line manager in the first instance.

## **15 Allegations against staff**

15.1 The School has procedures for dealing with allegations against staff:

15.1.1 The procedures in this policy apply to staff who pose a risk of harm to children and aim to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, false, unsubstantiated or unfounded allegations. These procedures are set out in **Appendix 3** and follow Part 4 of KCSIE.

15.1.2 The school will follow its employment procedures for dealing with any other concern raised about staff, involving external agencies as appropriate.

## **16 Informing parents**

16.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Head, the Designated Officer(s), children's social care, the police and / or the pupil before discussing details with parents.

16.2 In all cases, the DSL will be guided by the Achieving for Children Safeguarding Children Board referral threshold document.

16.3 **See also Appendix 3** for details about the disclosure of information where an allegation has been made against a member of staff.

## **17 Additional reporting**

17.1 In addition to the reporting requirements explained above, the school will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

### **17.1.1 Health and Safety Executive**

(a) The school is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. Please see the school's Health and Safety Policy.

### **17.1.2 Insurers**

(a) The school will consider whether it is necessary to report a safeguarding incident to the relevant insurers and / or brokers. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies.

(b) Care should be taken to ensure this is done before renewal to ensure that the school complies with its duties under the Insurance Act 2015. If the school is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer, professional advice should be sought.

## **18 Safer recruitment and supervision of staff**

18.1 The school is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation). **See the School's separate safer recruitment policy.**

18.2 The school maintains a single central register of appointments for all staff.

18.3 Staff connected to the school's early years and later years provisions 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. Staff should refer to the school's safer recruitment policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

- 18.4 The school's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the school's safer recruitment policy.

## **19 Use of mobile technology**

- 19.1 The school's policy on the use of mobile technology, including phones and cameras, in the school, is as follows:

19.1.1 The school's acceptable use policy for pupils which sets out the expectations on pupils from Nursery to Year 6. Pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises

19.1.2 All staff (including staff in the EYFS setting) should use mobile devices and cameras in accordance with the guidance set out in the Employment Manual

19.1.3 Parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

- 19.2 The school's approach to online safety is set out in the anti-bullying policy

## **20 Training**

- 20.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

- 20.2 The level and frequency of training depends on role of the individual member of staff.

- 20.3 The school maintains written records of all staff training.

- 20.4 All training will be carried out in accordance with Achieving for Children Safeguarding Children Board procedures where possible.

### **20.5 Induction**

- 20.5.1 All staff, will be provided with induction training that includes:

- (a) this policy
- (b) the role, identity and contact details of the DSL and the Deputy DSL
- (c) the behaviour and discipline policy for pupils
- (d) the staff code of conduct including the whistleblowing policy, staff social media policy and acceptable use policy
- (e) the safeguarding response to children who go missing from education
- (f) the school's approach to online safety



- (g) a copy of Part 1 and, where appropriate, Annex A of KCSIE; and
- (h) appropriate Prevent duty training.

20.5.2 Temporary staff and volunteers will be provided with appropriate safeguarding information and given access to the schools safeguarding, whistle blowing and other pertinent policies.

## **20.6 Safeguarding training**

- 20.6.1 All staff including the Head will receive a copy of this policy and Part 1 and Annex A of KCSIE, and will be required to confirm that they have read and understand these documents.
- 20.6.2 All staff members (including peripatetic teachers) will undertake appropriate safeguarding training which will be updated every 3 years and following consultation with KRSP. In addition, all staff members will receive safeguarding and child protection updates via staff meetings, weekly staff briefings and the Andrew Hall weekly briefing. The school will ensure coaches or other contractors such as catering staff are up to date with child protection training and will themselves issue updated KCSIE documents as necessary.
- 20.6.3 Staff development training will also include training on online safety, searching pupils for prohibited and banned items, and Prevent duty training assessed as appropriate for them by the school.
- 20.6.4 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, harmful sexual behaviour, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.
- 20.6.5 All staff will be trained on how to manage a report of child on child sexual violence and sexual harassment
- 20.6.6 The Board Level Lead for Safeguarding will receive additional appropriate training to enable them to fulfil his safeguarding responsibilities.
- 20.6.7 The school has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant knowledge, skills and experience to safeguard children effectively, including questionnaires, staff meetings, and professional development reviews. This includes information on how staff can report concerns occurring out of hours/out of term time and should, where appropriate, refer to the school's risk assessment for out of hours/out of term safeguarding arrangements.

## **20.7 Designated Safeguarding Lead (DSL)**

- 20.7.1 The DSL and Deputy DSL will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years.
- 20.7.2 In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, **see Appendix 4.**
- 20.7.3 Prevent duty training will be consistent with Home Office Workshop to Raise Awareness of Prevent (**WRAP**) training if available.

## **20.8 Teaching pupils about safeguarding**

- 20.8.1 The school teaches pupils about safeguarding through the curriculum and PSHE. This includes guidance on adjusting behaviour to reduce risks, particularly online, building resilience to

protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.

- 20.8.2 Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through PSHE & RSE education appropriate to their age and stage of development.
- 20.8.3 Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled.
- 20.8.4 The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities. The school has appropriate filters and monitoring systems in place (see the Online safety policy)) and is mindful that this should not lead to unnecessary restrictions on learning.

## **21 Risk assessment**

- 21.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 21.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.
- 21.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 21.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.

## **22 Monitoring and review**

- 22.1 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 Proprietor as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the school's safeguarding arrangements.
- 22.2 Any safeguarding incidents at the school will be followed by a review of these procedures by the DSL and a report made to the Proprietor. Where an incident involves a member of staff, the Designated Officer(s) 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 safeguarding arrangements at any time will be remedied without delay.
- 22.3 The Proprietor 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.
- 22.4 The DSL will prepare a written report commissioned by the Proprietor. The written report should address how the school ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the school and how these have been handled; and the contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters. The Proprietor should also consider independent corroboration, such as:
  - 22.4.1 inspection of records or feedback from external agencies including the Designated Officer(s)

22.4.2 reports of ISI inspections

22.4.3 the outcome of any relevant parental complaints; and

22.4.4 press reports.

22.5 The Proprietor will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Proprietor will be made.

## **23 Record keeping**

23.1 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

23.2 The records created in accordance with this policy may contain personal data. The school has a privacy notice which explain how the school will use personal data for the benefit of pupils and parents. The privacy notices are published on the school's website. In addition, staff must ensure that they follow the school's data protection policies and procedures when handling personal data created in connection with this policy. This includes the school's data protection policy

23.3 All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.

23.4 Insofar as pupil records are concerned:

23.4.1 Staff must record all concerns about a pupil via confidential email to the DSL

23.4.2 The DSL will open a child protection file following a report of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

## **23.5 Information sharing and multi-agency working**

23.5.1 The school will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The school will always act in order to safeguard and promote the welfare of others.

23.5.2 The school understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the school's paramount concern. The school understands that the GDPR and Data Protection Act 2018 provide a framework to ensure that personal information is shared appropriately.

23.5.3 The school will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the Children Act 1989.

23.5.4 Where allegations have been made against staff, the school will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

23.5.5 While the school will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

## Appendix 1 Definitions and recognising abuse

### 1 Types of abuse

- 1.1 Part 1 of KCSIE defines the following indicators of abuse and neglect, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.
- 1.2 **Definition of Child 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children (KCSIE 2019)
- 1.3 **Definition of 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.
  - 1.3.1 Physical abuse can happen to any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens.
  - 1.3.2 Some of the following signs may be indicators of physical abuse:
    - Unexplained injuries e.g. eye injuries, cuts, split lips, swollen pelvis, hair pulled out, any injuries not consistent with the explanation given for them or several different explanations provided for an injury
    - Bruising in the following areas: around the mouth, two simultaneous bruised eyes, multiple bruising to the head or face, outlines of objects such as a hairbrush, belt marks etc bruising or tears around the earlobes indicating injury by pulling or twisting, bruising on the arms, buttocks and thighs maybe an indicator of sexual abuse
    - Bite marks; these leave clear impressions of teeth. Human bite marks are oval or crescent in shape. Those over 3cm diameter are more likely to have been caused by an adult or older child
    - Burns or scalds (although it is difficult to distinguish between accidental and non-accidental). Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods, iron or electrical fire elements and burns of uniform depth over a large area
    - Fractures may cause pain, swelling and discolouration over a bone or joint
    - Scars of different sizes or ages on different parts of the body may suggest abuse
    - The parents (or carer) are disinterested or undisturbed by an accident or injury
    - Family use of different doctors and A&E departments
    - Parents are absent without good reason when their child is presented for treatment
    - Repeated presentation of minor injuries (which may represent a cry for help and if ignored could lead to a more serious injury)
    - Injuries that have not received medical attention
    - Instances where children are kept away from the group or school inappropriately
    - Reluctance to change for, or participate in games or swimming
    - Refusal to discuss injuries
    - Fear of medical help
    - Self-destructive tendencies

- Aggression towards others
- Changes or regression in mood or behaviour particularly where a child withdraws or becomes clinging.

1.4 **Definition of 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 from 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.

1.4.1 The effects of emotional abuse might take a long time to be recognisable. It may be in the way a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, unloved and inadequate. It may involve not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they have to say or how they communicate. Emotional abuse may involve serious bullying, including cyberbullying through social networks, online games or mobile phones by peers.

1.4.2 Emotional abuse may be difficult to recognise because the signs are usually behavioural rather than physical. The indicators of emotional abuse might also signify the presence of other kinds of abuse.

1.4.3 Some of the following signs may be indicators of emotional abuse:

- Developmental delay
- Children who are excessively withdrawn, fearful, or anxious about doing/saying something wrong
- Parents or carers blaming their problems on their child and who humiliate their child, for example by name-calling or making negative comparisons
- Overreacting to mistakes
- Continual self-depreciation
- Appeasing behaviour towards others
- Withdrawn or seen as a 'loner', difficulty relating to others
- Sudden speech disorders
- Change or regression in mood or behaviour, particularly where a child withdraws or becomes clinging and finds it difficult to relate to others
- Nervousness, frozen watchfulness
- Sudden under-achievement, lack of concentration, low self-esteem or lack of confidence
- Inappropriate relationships with peers and/or adults
- Aggressive behaviour, for example rocking, hair twisting, excessive thumb sucking
- Self-mutilation
- Attention seeking behaviour
- Running away, stealing or lying
- Fear of parents being contacted
- Persistent tiredness

1.5 **Definition of 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

1.5.1 Many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

1.5.2 Recognizing sexual abuse can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional and behavioural. Boys and girls of any age may be sexually abused and are often scared to say anything due to fear and/or guilt. It is particularly difficult for a child to talk about their sexual abuse. Disclosure can often initially be indirect as the child tests the professional's response.

1.5.3 Some of the following signs may be indicators of sexual abuse:

- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in sexual play or conversation inappropriate to their age group
- Self-harm (including eating disorders), self-mutilation or suicide attempts
- Pain or itching of genital area or blood on underclothes
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted diseases, presence of semen on vagina, anus, external genitalia or clothing
- Bloodstains on underwear
- Sexual activity through words, play or drawing or inappropriate masturbation
- Child who is sexually provocative or seductive with adults
- Extreme shyness about changing in front of peers or adults for swimming or games
- Parents may ask staff not to undress or change their child
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobia, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Behaviour indicative of excess adult responsibilities at home, for example a child who takes over the mothering role/wifely responsibilities whether or not the mother lives at home

1.6 **Definition of 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, for example, 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.

1.6.1 Children who are neglected often also suffer from other types of abuse. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs which could impair their ability to keep a child safe or result in them prioritizing purchasing drugs or alcohol over food, clothing or warmth of the child. Neglect may occur during pregnancy because of maternal drug or alcohol abuse. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.6.2 Some of the following signs may be indicators of neglect:

- Evidence of neglect is built up over a period of time and can cover different aspects of parenting
- Lack of adequate food and clothing
- Children who are living in a home that is indisputably dirty or unsafe
- Poor personal hygiene and health care
- Lack of provision of shelter including exclusion from home and abandonment
- Children who are living in dangerous conditions i.e. around drugs of alcohol or violence
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Emaciation
- Failure of a child to grow within the normal expected pattern, with accompanying weight loss
- Children feeling unloved and insecure
- Children who thrive away from the home environment
- Frequent lateness or non-attendance at school
- Parents who fail to seek medical treatment when their children are unwell or injured
- Destructive tendencies
- Low self esteem
- Poor social relationships
- Running away
- Child left with inappropriate carers e.g. who are too young or complete strangers
- Child left alone with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

\*It is important to note that not all the above signs as indicators that abuse has definitely taken place but that the possibility should be considered. Such signs should make us stop and think but not jump to ill measured conclusions

## 2 Specific safeguarding issues

2.1 Statutory guidance acknowledges the following as specific safeguarding issues:

2.1.1 **Bullying including cyberbullying and sexting.** This can cause psychological, emotional, behavioural and physical repercussions that can stem from victimisation. Refer to [www.kidscape.org.uk](http://www.kidscape.org.uk) or [www.childnet.com](http://www.childnet.com) (see Anti-bullying policy, online safety policy and sexting 2.10)

2.1.2 **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. The below is a link to a guide to support children aged 5-11 <https://www.government/publications/young-witness-booklet-for-5-to-11-year-olds>

At WHS we carefully monitor children whose parents are separating or divorcing and are aware that child arrangements via family courts following the separation can be stressful and entrench conflict in families. The following document has information on the dispute resolution service for parents: <https://helpwithchildarrangements.service.justice.gov.uk/>

2.1.3 **Children missing from education** (see section 2.3 below)

2.1.4 **Children with family members in prison.** Approximately 200,000 children have a parent in England & Wales sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Nicco provides information to support children <http://www.nicco.org.uk/>

2.1.5 Child sexual exploitation (see section 3.5 below)

2.1.6 **Child criminal exploitation: county lines.** Criminal exploitation of children is a geographical widespread form of harm that is a typical feature of county lines criminal activity: drugs networks or gangs groom and exploit children to carry drugs, and money from urban areas to suburban and rural areas, markets and seaside towns. Keys to identifying potential involvement in county lines are episodes of the child missing school for the purposes of transporting drugs. A referral to the National Referral Mechanism (national crime agency human trafficking) would be considered by the DSL.

2.1.7 domestic abuse

2.1.8 homelessness

2.1.9 so-called 'honour-based' violence (see section 3.6 below)

2.1.10 preventing radicalisation (see section 3.7 below)

2.1.11 peer on peer abuse (see section 3.8 below)

2.1.12 sexual violence and sexual harassment between children in schools and colleges (see section 3.9 below)



2.2 Further advice and links to guidance on these specific safeguarding issues can be found in Annex A of KCSIE 2019. Staff should be particularly aware of the safeguarding issues set out below.

### **2.3 Children missing education**

2.3.1 Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the school gives rise to a concern about his / her welfare.

2.3.2 Where reasonably possible the school will hold more than one emergency contact for each pupil.

2.3.3 The school shall inform the local authority of any pupil who is going to be added to or deleted from the school's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

2.3.4 This will assist the local authority to:

- (a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- (b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

2.3.5 The school shall inform the local authority of any pupil who:

- (a) fails to attend school regularly; or
- (b) has been absent without the school's permission for a continuous period of ten school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

### **2.4 Arrangement for the collection of children.**

New parents complete form titled – Collection from School Procedures. This confirms names of adult collecting and password information. In the case of an unknown (to the teacher) adult collecting a child, if details have not been communicated by the parent, the school office will obtain verbal permission via telephone conversation with parent.

### **2.5 Child sexual exploitation (CSE)**

2.5.1 Child sexual exploitation is a form of sexual abuse. 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 does not always involve physical contact; it can also occur through the use of technology.

## **2.6 Upskirting**

'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 offense.

## **2.7 Honour-based violence**

2.7.1 All forms of so-called honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which should be taken into account when deciding what safeguarding action to take. Staff should speak to the DSL if they have any doubts.

2.7.2 If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

### **2.7.3 Female genital mutilation (FGM)**

- (a) FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- (b) There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (HM Government, April 2016) (pages 59-61 focus on the role of schools).
- (c) All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher 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.
- (d) If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory reporting of female genital mutilation - procedural information (December 2016) for further details about the duty.
- (e) Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff.

### **2.7.4 Forced marriage**

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

- 2.8 Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: handling case of forced marriage (HM Government, June 2014).
- (a) Staff should speak to the DSL if they have any concerns. Pages 32-36 of the Multi-agency guidelines: handling case of forced marriage focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk) for advice and information.

## 2.9 Radicalisation and the Prevent duty

- 2.9.1 The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- 2.9.2 The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The school is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 2.9.3 The school has adopted the government's definitions for the purposes of compliance with the Prevent duty:
- Extremism:** *"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"*
- Radicalisation:** *"the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups."*
- 2.9.4 There is no single way of identifying an individual who is likely to be susceptible an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through may different methods (such as social media) and settings (such as the internet).
- 2.9.5 It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a referral to the Channel programme, having consulted Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015).
- 2.9.6 The DfE and Home Office's briefing note The use of social media for online radicalisation (July 2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

## **2.10 Peer on peer abuse**

- 2.10.1 The conduct of pupils towards each other will, in most instances, be covered by the school's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised.
- 2.10.2 Safeguarding issues can manifest themselves via peer on peer abuse. This includes, but is not limited to:
- (a) bullying (including cyber-bullying);
  - (b) physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - (c) harmful sexual behaviour (see 3.8.3 below);
  - (d) sexting (also known as youth produced sexual imagery); and
  - (e) initiation / hazing type violence and rituals
  - (f) 'upskirting'.
- 2.10.3 Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. The school recognises that problematic, abusive and violent sexual behaviours are inappropriate and may cause developmental damage. Harmful sexual behaviour can occur online and offline (both physical and verbal) and the School recognises the gendered nature such behaviour can take. See also 3.9 below. Harmful sexual behaviour, like all peer on peer abuse, is never acceptable and will be taken seriously.
- 2.10.4 The school takes steps to minimise the risk of all types of peer-on-peer abuse. The school has robust anti-bullying procedures in place (see the school's anti-bullying policy) and pupils are taught at all stages of the school about acceptable behaviour and how to keep themselves safe.
- 2.10.5 Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or "just having a laugh" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual violence or sexual harassment is not acceptable.

## **2.11 Sexual violence and sexual harassment between children**

- 2.11.1 Sexual violence and sexual harassment can occur between two or more children of any age or sex. They can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 2.11.2 Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. The school will respond to allegations seriously and all victims will be offered appropriate support.
- 2.11.3 The school is aware of the importance of:
- (a) making it clear to pupils that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- (b) not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- (c) challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

2.11.4 References to **sexual violence** are references to sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

2.11.5 References to **sexual harassment** mean "unwanted conduct of a sexual nature" that can occur online and offline. In the context of child on child sexual harassment, it is likely to: violate a child's dignity; and / or make them feel intimidated, degraded or humiliated; and / or create a hostile, offensive or sexualised environment.

2.11.6 The DfE guidance Sexual violence and sexual harassment between children in schools and colleges provides further detailed advice.

## 2.12 Sexting

2.12.1 "Sexting" means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

2.12.2 The school treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.

2.12.3 Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.

2.12.4 The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

- (a) it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
- (b) it is necessary to report the image to a website or agency to have it taken down; or
- (c) a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

2.12.5 Where viewing an image is unavoidable:

- (a) viewing should take place on school premises wherever possible;
- (b) the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
- (c) a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;
- (d) full details of the viewing must be recorded in the school's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
- (e) any member of staff who views an indecent image should be given appropriate support.

- 2.12.6 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.
- 2.12.7 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.
- 2.12.8 If external agencies do not need to be involved, the school must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.
- 2.12.9 If images have been shared online and cannot now be deleted by the person who shared them, the school should consider reporting the images to the relevant web host or service provider (if an option is provided) or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).
- 2.12.10 Where a pupil receives unwanted images, the school should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.
- 2.12.11 The UK Council for Child Internet Safety's advice note Sexting in schools and colleges: responding to incidents and safeguarding young people (August 2016) contains details of support agencies and provides further information for schools on how to responding to incidents of sexting.
- 2.12.12 The College of Policing has also produced a briefing note Police action in response to youth produced sexual imagery ("sexting") (November 2016) which provides information on how police forces treat instances of sexting by young persons.

### **3 Special educational needs and disabilities**

- 3.1 The school welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the school's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the school's policy on special educational needs and learning difficulties and disability policy.
- 3.2 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The school is mindful in particular that:
  - 3.2.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
  - 3.2.2 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
  - 3.2.3 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

### **4 Looked after children and previously looked after children**

- 4.1 The Proprietor ensures that staff have the skills, knowledge and understanding to keep looked after children safe and the information they need in relation to a child's looked after legal status, for example:

- 4.1.1 whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;
- 4.1.2 contact arrangements with birth parents or those with parental responsibility;
- 4.1.3 information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

4.2 The DSL maintains these details, including contact details of the child's social worker.

## **5 Care leavers**

- 5.1 The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

## **Appendix 2 Concerns about a child - guidance for staff** (see also P65 KCSIE re Child on Child)

### **1 Receiving a disclosure**

- 1.1 Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.
- 1.2 Do not ask leading questions, i.e. a question which suggests its own answer. Use T.E.D – Tell, Explain, Describe.
- 1.3 Reassure the pupil but not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken.
- 1.4 Keep a sufficient written record of the conversation (see 2 below). All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.
- 1.5 Pass on the record when reporting the concern in accordance with this policy.

### **2 Recording a concern**

- 2.1 Staff must record all concerns in writing.
- 2.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:
  - 2.2.1 the pupil's details: name; date of birth; address and family details;
  - 2.2.2 date and time of the event / concern / conversation;
  - 2.2.3 the action taken and by whom;
  - 2.2.4 the name and position of the person making the record.
- 2.3 The school has a pro forma record which should be completed and passed on when reporting the matter in accordance with this policy. This pro forma is available from the DSL and in the staff room - on the Safeguarding board. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

### **3 Receiving a report of harmful sexual behaviour**

- 3.1 Additional guidance about how to manage a report of harmful sexual behaviour is provided in Part 5 KCSIE. This includes the following advice:
  - 3.1.1 Only record the facts as the child presents them.
  - 3.1.2 Where the report includes an online element, do not view or forward illegal images of a child. See paragraph 3.10 of Appendix 1 above and the UK Council for Child Internet Safety's advice note *Sexting in schools and colleges: responding to incidents and safeguarding young people (August 2016)* for advice about what to do when viewing an image is unavoidable.
  - 3.1.3 *Manage reports with another member of staff present (preferably the DSL or DDSL), if possible.*
  - 3.1.4 *Inform the DSL as soon as practically possible if the DSL is not involved in the initial report.*



#### **4 Use of reasonable force**

- 4.1 There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. 'Reasonable' in these circumstances means using no more force than is needed.

## Appendix 3 Dealing with allegations against staff

### 1 The School's procedures

- 1.1 The School's procedures for dealing with allegations made against staff will be used where the member of staff has:
  - 1.1.1 behaved in a way that has harmed a child, or may have harmed a child;
  - 1.1.2 possibly committed a criminal offence against or related to a child; or
  - 1.1.3 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.
- 1.2 Any allegations not meeting this criterion will be dealt with in accordance with the Achieving for Children Safeguarding Children Board procedures. Advice from the Designated Officer will be sought in borderline cases.
- 1.3 All such allegations must be dealt with as a priority without delay.
- 1.4 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (Designated Officer(s)). The Designated Officer(s) will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria in paragraph 1.1 above.
- 1.5 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

### 2 Reporting an allegation

- 2.1 Where an allegation or complaint is made against any member of staff (other than the Head), including the DSL, the matter should be reported immediately to the Head. The allegation will be discussed immediately with the LADO before further action is taken. Where appropriate, the Head will consult with the DSL.
- 2.2 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Board Level Lead for Safeguarding, without first notifying the Head. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken.
- 2.3 Where an allegation is made against the Proprietor, the allegation should be reported directly to the Designated Officer(s) immediately with no internal investigation.
- 2.4 If it is not possible to report to the Head or Board Level Lead for Safeguarding in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Board Level Lead for Safeguarding.
- 2.5 The person taking action in accordance with the procedures in this Appendix is known as the **Case Manager**.

### 3 Disclosure of information

- 3.1 The Case Manager will inform the accused person of the allegation as soon as possible after the Designated Officer(s) has been consulted.
- 3.2 The parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They may 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.

- 3.3 Where the Designated Officer(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

#### **4 Further action to be taken by the School**

- 4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The school will take action in accordance with Part 4 of KCSIE and the school's employment procedures.
- 4.2 **Early Years Foundation Stage (EYFS)** <sup>6</sup>
  - 4.2.1 The school will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.
  - 4.2.2 These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

#### **5 Ceasing to use staff**

- 5.1 If the school ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service (**DBS**) will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the Proprietor without delay. The school may also need to consider a referral to the DBS if a member of staff is suspended or deployed to another area of work that is not regulated activity.
- 5.2 If a member of staff tenders his or her resignation or ceases to provide his or her services at a time when child protection concerns exist in relation to that person, those concerns will still be followed up by the school in accordance with this policy and a referral to the DBS will be made promptly if the criteria for referral are met.
- 5.3 Separate consideration will be given as to whether a referral to the Teaching Regulation Authority (**TRA**) should be made where a teacher has been dismissed or would have been dismissed had he / she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

#### **6 Malicious allegations**

- 6.1 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.
- 6.2 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.
- 6.3 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.

## **7 Record keeping**

- 7.1 Details of allegations found to be malicious will be removed from personnel records.
- 7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.
- 7.3 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.
- 7.4 The school will retain all safeguarding records and relevant personnel records for so long as reasonably required.<sup>7</sup>

## **Appendix 4 Responsibilities of the Designated Safeguarding Lead (DSL)**

- 1 The name and contact details of the DSL and Deputy DSL are set out in the contacts list at the front of this policy.
- 2 In accordance with Annex B of KCSIE, the main responsibilities of the DSL are:

### **2.1 Managing referrals**

2.1.1 The DSL is expected to:

- (a) Monitor school attendance and act accordingly if attendance is a concern
- (b) refer cases of suspected abuse to the local authority children's social care as required
- (c) refer cases to the Channel programme where there is a radicalisation concern as required or support staff who make referrals to the Channel programme
- (d) refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service (**DBS**) as required; and
- (e) refer cases where a crime may have been committed to the police as required.

### **2.2 Work with others**

2.2.1 The DSL is expected to:

- (a) liaise with the Head to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- (b) as required, liaise with the Case Manager and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- (c) liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCOs/named person with oversight for SEN) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- (d) act as a source of support, advice and expertise for staff.

### **2.3 Raise awareness**

2.3.1 The DSL should:

- (a) ensure the school's child protection and safeguarding policies and processes are known, understood and used appropriately
- (b) ensure this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Proprietor regarding this (including an annual audit)
- (c) ensure this policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the School in this

- (d) link with the Kingston & Richmond Safeguarding Children Partnership (KRSP) to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- (e) ensure appropriate and safe use of the internet technology in the school; training of Online-Safety for staff, pupils and parents.

## 2.4 Child protection file

- 2.4.1 Where children leave the school, the DSL shall ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.
- 2.4.2 In addition, the DSL will consider if it is appropriate to share any information with the new school in advance of a child leaving.
- 2.4.3 On receiving a child protection file, the DSL will ensure that key staff are aware as required, including the SENCO / named person with oversight for SEN.

## 2.5 Prevent

- 2.5.1 In accordance with the *Prevent duty guidance for England and Wales and Channel duty guidance: protecting vulnerable people from being drawn into terrorism* (HM Government, July 2015) the DSL has, in addition, the following responsibilities:
  - (a) acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty
  - (b) co-ordinating Prevent duty procedures in the school
  - (c) 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
  - (d) undergoing WRAP or other appropriate training
  - (e) maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
  - (f) monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

## 2.6 Training

- 2.6.1 The DSL and the Deputy DSL have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent duty awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
  - (a) understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
  - (b) 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

- (c) ensure each member of staff has access to and understands the school's child protection and safeguarding policy and procedures, especially new and part-time staff
- (d) are alert to the specific needs of children in need, those with special educational needs and young carers
- (e) are able to keep detailed, accurate, secure written records of concerns and referrals
- (f) understand and support the school with regard 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
- (g) 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
- (h) can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, peer on peer abuse, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- (i) obtain access to resources and attend any relevant or refresher training courses
- (j) 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.

3 In accordance with Annex B of KCSIE, the main responsibilities of the Deputy DSL are

- 3.1 to support the DSL in managing cases or
- 3.2 to act in their stead if the DSL is absent.

4 The Deputy DSL for EYFS has specific responsibility for:

- 4.1 Monitor the children in the EYFS and offer support to EYFS staff, keeping the DSL informed
- 4.2 Ensuring correct procedure is followed for any toileting issues with children in EYFS
- 4.3 Input into staff training
- 4.4 Assisting with CP concerns with regards to EYFS

## Appendix 5 Job description for DSL and Deputy DSL(s)

### Job description for the Designated Safeguarding Lead (DSL)

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

#### 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 the three safeguarding partners.
- 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



	<p>care and the School's role in this.</p> <ul style="list-style-type: none"> <li>• Maintain links with the safeguarding partners to ensure staff are aware of training opportunities and the local policies on safeguarding.</li> </ul> <p><b>Preventing radicalisation</b></p> <p>In accordance with the <i>Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) (Prevent Duty)</i> the DSL has the following responsibilities:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• co-ordinating Prevent Duty procedures in the School;</li> <li>• undergoing appropriate training on the Prevent Duty such as the Home Office "Workshop to Raise Awareness of Prevent"(WRAP) training;</li> <li>• undergoing appropriate training on the Channel programme;</li> <li>• 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;</li> <li>• monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty; and</li> <li>• 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.</li> </ul> <p><b>Child protection file</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Availability</b></p> <ul style="list-style-type: none"> <li>• To be available in term time during school hours for staff to discuss any safeguarding concerns.</li> <li>• In conjunction with the Head and / or Governing Body to make adequate and appropriate cover arrangements for out of hours / out of term activities.</li> </ul>
<p><b>Line management duties and responsibilities</b></p>	<p>The Designated Safeguarding Lead will have line management responsibility for the Deputy Designated Safeguarding Lead.</p>

## 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.

## Safeguarding processes flowchart – Kingston

Practitioner has concerns about child's welfare or an allegation against an adult. Practitioner ensures they have discussed these concerns with parent or carer unless they are concerned the child is in immediate danger.  
**Call 999 if you think a child is in immediate danger**

**Early years providers:** Practitioner shares concerns with manager and/or the designated safeguarding and child protection person as appropriate  
**Children's centres:** Practitioner shares concerns with designated safeguarding and child protection person for the children's centre. Report to SPA or allocated social worker where known.  
**Childminders:** may refer to SPA directly  
**Any individual with concerns may also contact SPA directly**

Still has concerns

No longer has concerns

Designated person or practitioner contacts Single Point of Access  
**Kingston SPA: 020 8547 5008**  
 Out of hours: 020 8770 5000

**Follow any advice given by SPA or LADO**

Information is available on the Kingston website:  
[www.kingston.gov.uk/info/200235/supporting\\_and\\_safeguarding\\_children/473/concerned\\_about\\_a\\_child/2](http://www.kingston.gov.uk/info/200235/supporting_and_safeguarding_children/473/concerned_about_a_child/2)

To fax a referral: 020 8547 6036

Use the safeguarding incident recording form to record information and support discussions

**Early years providers:**

Contact Ofsted on 0300 123 1231 or your childminder agency to report a significant event within 14 days. Inform your early years consultant (EYC).

**Children's centres:** record activity at centre level and monitor.

Ensure accurate records are collated, maintained and that they are securely stored.

It is your duty to protect any information you send electronically.

Ensure children's details are e-mailed securely and do not breach the Information Commissioners Office guidance. Confidentiality must be maintained adopting a 'need to know' approach

No further child protection action.

**Early years providers:** may need to act to ensure services are provided and discuss this with EYC for further support.

**Children's centres:** Continue to engage with the family through children's centre services. Bring to children's centre multi agency meeting and locality meeting.

SPA acknowledges receipt of referral and decides on next course of action within one working day.

Local Authority Children's Social Care starts initial assessment or LADO requests initial meeting.

No further local authority children's social care involvement at this stage, although other action may be necessary e.g., onward referral to Family Support Team, Primary Mental Health and children's centre manager, or a CAF may be required.

The Early Years Service is available for advice and support at any point during this process.  
 This is a reference document that you should adapt for your own provision (updated March 2016)

## Kingston and Richmond Multi-Agency Thresholds of Need

This Kingston and Richmond Multi-Agency Thresholds of Need Guidance is a document aimed at every agency, including statutory, voluntary, private and independent, which works directly or indirectly with children and young people, including the families of these children and young people.

In order to help agencies assess and identify a child's level of need, a Threshold Document, broken down into four levels is available for all individuals, practitioners and staff.

It helps staff and volunteers to:

- understand and assess levels of need and make judgement about risks
- understand consent issues
- consider the type of services that should be involved to support a child/family

### Level 4 – Acute/ Child Protection:

Requires statutory intensive support as there is "reasonable cause to suspect that a child... is suffering or likely to suffer significant harm" [Children Act 1989 Sect 47] / In need of Child Protection by Children's Social Care intervention and other statutory services / Child at risk of abandonment or homelessness because of family breakdown.

### Level 3 – Complex / Child in Need:

Complex needs that are likely to need longer term intervention from statutory or specialist services. A targeted integrated response is needed. This is the threshold for a child who needs Children's Social Care intervention under Section 17, Children Act 1989, "a child whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services. This includes the provision of services to children who are disabled."

### Level 2 – Vulnerable:

Universal support and more targeted support services are needed

### Level 1 - Universal:

No additional needs. Developmental needs are met by universal needs

The table on the next page outlines the key features of the 4 levels of need.



Kingston and Richmond Multi-agency Threshold Guidance -

<http://kingstonandrichmondscb.org.uk/news-resources/policies-and-procedures-87/multi-agency-threshold-document-144.php>

Level of Need	Features	Consent	Examples
<b>Level 1 - Universal:</b> No additional needs. Developmental needs are met by universal needs.	No additional support services are necessary. Developmental needs are met by universal services.		The baby and mother attend a family centre; attendance at developmental checks with GP and health visitor is required.
<b>Level 2 – Vulnerable:</b> Universal support and more targeted support services are needed.	Low level of additional needs for child and / or carers.	Consent from the parent is required for assessment and intervention.	The ten year old has developmental delay and attends a mainstream school with additional support identified and reviewed by the Statement of Educational Needs. Family are victims of hate crime.
<b>Level 3 – Complex / Child in Need:</b> Complex needs that are likely to need longer term intervention from statutory or specialist services. A targeted integrated response is needed.	High risk to child if there is no early intervention.	Consent from the parent is required to make a referral, unless via a member of the public, who wishes to remain anonymous.	The child is privately fostered by a distant family member. The mother is a young care leaver, with a young baby, an unstable support network and housing difficulties. She has developmental post-natal depression. Evidence of domestic violence.
<b>Level 4 – Acute/ Child Protection:</b> Requires statutory intensive support as there is "reasonable cause to suspect that a child... is suffering or likely to suffer significant harm" (CA 1989, Section 47)	Agencies must follow a verbal referral to Children's Services and/or Police via the golden Number with a written referral.	No consent required from the parent, particularly if this would place the child at risk of further harm	The pregnant woman has been a victim of domestic abuse. Evidence that there is a risk of female genital mutilation. Medical referral for non-organic failure to thrive in a child under-five years of age. Child frequently goes missing and their whereabouts are not known raised concern of sexual exploitation.