Policy owner:	L Blom
Approving body:	Governing Body
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Child Protection and Safeguarding Policy and Procedures

St Aubyn's School, Woodford Green, Essex

Contents

Clause

Key School contacts 3
Key External Contacts 4
whistleblowing@charitycommission.gsi.gov.ukAims 5
2 Scope and Application 6
3 Regulatory Framework 6
4 Publication and Availability 9
5 Definitions 9
6 Responsibility Statement and Allocation of Tasks 9
8 Reporting Obligations of Staff in Relation to Safeguarding 12
9 Managing Support for Pupils Internally 13
10 Early Help 13
11 Making a Referral 14
12 Allegations against Pupils - Peer on Peer/child on child Abuse 15
1 Contextual safeguarding 16
13 What to do if Staff Have a safeguarding Concern About Someone Else's Welfare 16
14 Allegations against Staff 16
15 Informing parents 16
16 Additional Reporting 17
17 Safer recruitment and supervision of staff 18
18 Use of mobile Technology 18
19 Training 19
21 Risk Assessment 20
22 Monitoring and review 21
23 Record Keeping 21
24 Information Sharing and Multi-Agency Working 22

Appendix

Appendix 1 Indicators of abuse 23
Appendix 2 Responsibilities of the Designated Safeguarding Lead (DSL) 36
Appendix 3 Concerns about a child - guidance for staff 40
Appendix 4 Dealing with allegations against staff 42
Appendix 5 Local Arrangements 45

Key School contacts

Designated Safeguarding Lead: Mr Marcus Shute	Email: m.shute@staubyns.com Telephone number: 020 8504 1577 Mobile number: 07827 442782
Deputy Designated Safeguarding Lead (including EYFS): Mrs Jennifer Butcher	Email: j.butcher@staubyns.com Telephone: 020 8504 1577 Mobile number: 07779 018763
Headmaster: Mr Leonard Blom	Email: head@staubyns.com Telephone number: 07717 752390
Chair of Governors: Mr Abrie Botha	Email: A.Botha@staubyns.com Telephone number: 020 8504 1577
Nominated Safeguarding Governor: Judith Lunn	Email: j.lunn@staubyns.com Telephone number: 020 8504 1577

Key External Contacts

Designated Officer(s) of the Local Authority:

Name	Andrew Mountfield
Address	Redbridge Children and Families Lynton House 255-259 High Road Ilford IG1 1NY
Telephone number	020 8708 5350
Email	GM_LADO@redbridge.gov.uk

London Borough of Redbridge children's social care department

Referral and Assessment Team	0208 708 3885
Child Protection Co-ordinator (Team Manager)	0208 708 3909
Out of Hours Emergency Duty Team (after 5pm)	0208 708 5897

Email: cpat.referrals@redbridge.gov.uk

Barking & Dagenham, Havering and Redbridge Safeguarding Partnership (BHR Safeguarding Partnership),

General contact: Telephone: 0208 708 3885

Email: cpat.referrals@redbridge.gov.uk

The local police non-emergency contact number for FGM reporting is 101.

Police liaison officer

Name: Rob Harrison

Contact Number: 07407 492729

Emergency Telephone number: 999

The telephone numbers of relevant Prevent partners are as follows:

Channel Police Practitioner

Telephone number: 020 7035 3535

Channel Local Authority Contact

Name: Ed Baker

Contact Number: 0208 708 3885

Email: rscp@redbridge.gov.uk

UK Safer Internet Centre

Telephone: 0344 381 4772

Email: helpline@saferinternet.org.uk

Non-emergency DfE advice	020 7340 7264 counter-extremism@education.gsi.gov.uk

The National Society for the Prevention of Cruelty to Children (**NSPCC**) whistleblowing helpline can be contacted on:

NSPCC
Weston House
42 Curtain Road
London
EC2A 3NH

Telephone: 0800 028 0285
Email: help@nspcc.org.uk

Reporting serious wrongdoing to the Charity Commission	For further guidance see: https://www.gov.uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer

whistleblowing@charitycommission.gsi.gov.uk

Aims

1.1 This is the child protection and safeguarding policy and procedures of St Aubyn's School (**School**).

1.2 The aims of this policy are as follows:

1.2.1 to safeguard and promote the welfare of children, staff and others who come into contact with the School and to protect them from harm;

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 staff awareness about the School's safeguarding expectations;

1.2.4 to raise awareness about how to report concerns and sure they are appropriately investigated;

1.2.5 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;

1.2.6 to ensure consistent good safeguarding practice throughout the School

1.2.7 to actively promote the Well-being of pupils; and

1.2.8 to create a culture of safety, equality and protection.

2 Scope and Application

2.1 This Policy is a whole-School policy including the Early Years Foundation Stage (**EYFS**). This policy applies at all time including wherever pupils or staff are away from the School.

2.2 This policy applies to core School activities and to out of hours and commercial activities.

2.3 This policy is designed to address:

2.3.1 the School's charity law safeguarding duty to:

(a) provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers;

(b) set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly;

(c) have adequate safeguarding policies, procedures and measures to protect people;

(d) provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities, such as the police, local authority, clinical commissioners and Charity Commission; and

2.3.2 the specific statutory 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 Children Act 1989;

3.1.5 Children Act 2004;

3.1.6 Childcare Act 2006;

3.1.7 Children and Social Work Act 2017;

3.1.8 Safeguarding and Vulnerable Groups Act 2006;

3.1.9 Data Protection Act 2018 and General Data Protection Regulation (GDPR);

3.1.10 Equality Act 2010; and

3.1.11 Charities Act 2011.

3.2 The School's Child Protection and Safeguarding Policy and Procedures (**Policy**) has regard to the following guidance and advice:

3.2.1 Keeping children safe in education (DfE, September 2020) (**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, April 2019);

3.2.5 Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015);

3.2.6 Educate Against Hate (HM Government 2018);

3.2.7 Multi agency statutory guidance on FGM (HM Government, July 2020);

3.2.8 What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015);

3.2.9 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, July 2018); and

3.2.1 Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety (UKCIS), August 2016);

3.2.2 Children missing education (DfE, September 2016);

3.2.3 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);

3.2.4 Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018);

3.2.5 Searching, screening and confiscation: advice for schools (DfE, January 2018);

3.2.6 Listening to and involving children and young people (DfE, January 2014);

3.2.7 Safeguarding children (links to government guidance and resources);

3.2.8 Strategy for dealing with safeguarding issues in charities (Charity Commission, December 2017);

3.2.9 Regulatory alert to charities - safeguarding (Charity Commission, December 2017);

3.2.10 How to report a serious incident in your charity (Charity Commission, June 2019);

3.2.11 Reporting a serious incident in your charity when it involves a partner (Charity Commission, December 2019);

3.2.12 Report serious wrongdoing at a charity as a worker or volunteer (Charity Commission, October 2018);

3.2.13 Guidance on handling safeguarding allegations in a charity (Office for Civil Society, January 2019);

3.2.14 Safeguarding children and protecting professionals in early years settings: online safety considerations (UK Council for Internet Safety, February 2019);

3.2.15 BHR Safeguarding Partnership referral / threshold procedures / guidance; and

3.2.16 Relationships education, relationships and sex education and health education guidance (DfE, June 2019).

3.3 The following policies, procedures and resource materials are also relevant to this policy:

3.3.1 staff/other 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 online safety policy;

3.3.6 anti-bullying policy;

3.3.7 acceptable use policy for pupils;

3.3.8 visitors policy;

3.3.9 lost child procedure;

3.3.10 disability policy;

3.3.11 behaviour policy;

3.3.12 risk assessment policy for pupil welfare;

3.3.13 health and safety policy;

3.3.14 pshe including sex, relationships and health education

3.3.15 policy on the administration of medicines and supporting pupils with medical conditions.

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 A copy of the policy is available for inspection from the School office during the School day.

4.4 This Policy is published on the School website. It can be made available in large print.

4.5 These policies procedures and resource materials are available to staff on the School's website and hard copies are available on request.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **Proprietor** are references to the Governing Body;

5.1.2 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;

5.1.3 **Safeguarding** is the protection of people from harm.

5.1.4 **Safeguarding and promoting the welfare of children** is defined in KCSIE and WTSC as:

(a) protecting children from maltreatment;

(b) preventing impairment of children's mental and physical 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.

5.1.5 **DSL** means the School's Designated Safeguarding Lead. References to the DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.

5.1.6 **Designated Officer** means designated officer at the local authority. The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners.

5.1.7 Reference to **staff** includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, supply staff, volunteers and Governors 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 one of its members to take leadership responsibility for the School's safeguarding arrangements. The Nominated Safeguarding Governor is to be

advised and contact details will be 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	L Blom, Headmaster	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness[1]	L Blom, Headmaster	As required, and at least termly
Formal annual review of the School's safeguarding policies and procedures and their implementation	Proprietor	At least annually

6.4 **Designated Safeguarding Lead**

6.4.1 The DSL is a senior member of staff of the School's Senior Management team with the necessary status and authority to take lead responsibility for all aspects of safeguarding and child protection (including online safety) throughout the School.

6.4.2 The DSL has the time, funding, training, resources and support to enable him / her 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.

6.4.3 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 are set out in Appendix 2.

6.4.4 If the DSL is unavailable the activities of the DSL will be carried out by the DDSL. The DDSL's details are also set out in the School contacts list at the front of this Policy.

7 Specific safeguarding duties in relation to children

7.1.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility.

7.1.2 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.

7.1.3 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.

7.1.4 The School will:

(a) understand its role in the three safeguarding partner arrangements and make itself aware of and follow the local inter-agency procedures of the BHR Safeguarding Partnership;

(b) be alert to signs of abuse whether in School, within the child's family or from outside, and take steps to protect individuals from any form of abuse, whether from an adult or another child;

(c) include opportunities within the curriculum for children to develop the skills they need to recognise, and stay safe from abuse;

(d) deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with appropriate education, child protection and/or welfare plans;

(e) 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;

(f) prepare staff to identify children who may benefit from early help and encourage them to particularly be alert to the potential need for early help for children with indicators listed in KCSIE or WTSC;

(g) be alert to children who are at potentially greater risk of harm including children who need a social worker and children requiring mental health support;

(h) 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. E.g. the School Council, speaking to their teacher or Head of Department;

(i) be alert to the needs of children with physical and mental health conditions, special educational needs or disabilities, which could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and where additional barriers can exist when detecting abuse or neglect;

(j) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

(k) assess the risk of children 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;

(l) identify children who may be vulnerable to radicalisation, and know what to do when they are identified; and

(m) consider and develop procedures to deal with any other safeguarding issues, which may be specific to individual children in the School or in the local area.

7.2 Staff may follow the School's separate 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). Staff may also report concerns direct to the School's Local Authority or to the

Charity Commission if they consider that the School has failed to deal with concerns appropriately.

8 Reporting Obligations of Staff in Relation to Safeguarding

8.1 Reporting obligations generally

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

8.3 All staff have a duty to:

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

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

8.3.3 report any safeguarding concerns about staff or anyone else associated with the School; and

8.3.4 follow up on any such reports to ensure that appropriate action is or has been taken.

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

8.5 What to Do if Staff Have a Concern About a Pupil

8.5.1 If staff have any concern about a pupil's welfare, they should report their concern to the DSL (or the DDSL in the DSL's absence) **immediately**.

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

(b) See Appendix 3 for guidance about what to do when receiving a disclosure and recording a concern.

8.5.2 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.

8.5.3 If the concern involves an **allegation against a member of staff**, supply staff or volunteers this must be reported in accordance with the procedures set out in Appendix 4.

8.5.4 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.

8.5.5 **What if the DSL is unavailable?**

(a) 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.

(b) If in exceptional circumstances the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to their line manager or a member of the senior management team and / or advice should be taken from children's social care. Their contact details are set out at the front of this policy.

(c) Where a child is suffering, or is likely to suffer from harm, a referral to children's social care and/or police should be made immediately. 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 11 below for further details on making a referral.

(d) Any action taken by a member of staff pursuant to this requirement should then be shared with the DSL or DDSL, or a member of the senior leadership team, as soon as is practically possible.

8.6 **Action by the DSL**

8.6.1 On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the BHR Safeguarding Partnership 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 (see 9 below);

(b) an early help assessment (see 10 below); or

(c) a referral for statutory services (see 11 below).

8.6.2 The views of the child will be taken into account when considering the appropriate course of action, but will not be determinative.

8.6.3 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.

9 Managing Support for Pupils Internally

9.1 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.

9.2 Pastoral Care Support Process: Pastoral care is the responsibility of form tutors and Heads of Department, which includes EYFS, Pre Prep, Middle school and Senior school. They ensure early intervention in any pastoral issues.

10 Early Help

10.1 Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. The School understands that providing early help is more effective in promoting the welfare of children than reacting later.

10.2 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:

10.2.1 is disabled and has specific additional needs;

10.2.2 has special educational needs (whether or not they have a statutory education, health and care plan);

10.2.3 is a young carer;

10.2.4 is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

10.2.5 is frequently missing / goes missing from care or from home;

10.2.6 is at risk of modern slavery, trafficking or exploitation;

10.2.7 is at risk of being radicalised or exploited:

10.2.8 is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

10.2.9 is misusing drugs or alcohol themselves;

10.2.10 is looked after or has returned home to their family from care;

10.2.11 is a privately fostered child.

10.3 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 BHR Safeguarding Partnership menu of early help services and their referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

10.4 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 in carrying out this role. In some cases School staff may be required to take a lead role.

10.5 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.

11 Making a Referral

11.1 **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.

11.2 **Statutory assessments**

11.2.1 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*.

11.3 Staff required to make a direct referral may find helpful the flowchart set out on page 16 of KCSIE and the flowcharts set out in Chapter 1 of WTSC for information about the likely actions and decisions required.

11.4 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:

11.4.1 personal details of the child including the child's developmental needs;

11.4.2 detailed information about the concern;

11.4.3 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.

11.5 If the referral is made by telephone, this should be followed up in writing.

11.6 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

11.7 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.

11.8 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

12 Allegations against Pupils - Peer on Peer/child on child Abuse

12.1 Allegations against pupils should be reported in accordance with the procedures set out in this policy (see section 8 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.

12.2 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.

12.3 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 as a neutral measure during the investigation.

12.4 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.

13 Contextual safeguarding

13.1 Safeguarding incidents and / or behaviours can be associated with factors outside the School and / or can occur between children outside the School.

13.2 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 and should record these appropriately.

13.3 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.

13.4 Extra-familial harm: all staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence,

14 What to do if Staff Have a safeguarding Concern About Someone Else's Welfare

14.1 Staff who have safeguarding 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 or the DSL in the first instance.

15 Allegations against Staff

15.1.1 The School has procedures for dealing with allegations against staff or anyone working in the School including supply teachers and volunteers.

15.1.2 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 4 and follow Part 4 of KCSIE and the BHR Safeguarding Partnership guidance.

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

15.2 Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Employment Manual or staff code of conduct which is available on the School website and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

16 Informing parents

16.1.1 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.

16.1.2 In all cases, the DSL will be guided by the BHR Safeguarding Partnership referral threshold document.

16.1.3 See also section 3 of Appendix 4 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:

17.2 **Health and Safety Executive**

17.2.1 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 for further details about this.

17.3 **Charity Commission**

17.3.1 The School is a registered charity and is required to report all serious incidents to the Charity Commission promptly in accordance with the guidance How to report a serious incident in your charity (Charity Commission, June 2019).

17.3.2 Serious incidents that will be reported to the Charity Commission include suspicions, allegations or incidents of abuse involving pupils or other beneficiaries. This is likely to involve the following:

(i) Pupils or other beneficiaries have been, or are alleged to have been, abused or mistreated while under the care of the School or by someone connected with the School, for example a Governor, staff member or volunteer;

(ii) There has been an incident involving the abuse or mistreatment (alleged or actual) of someone and this is connected with the School through its work, which has resulted in or risks significant harm, and this is connected with the activities of the School or partner organisations;

(iii) There has been a breach of the School's procedures or policies which has put pupils or others who come into contact with it at risk of significant harm, including failure to carry out checks which would have identified that a person is disqualified in law, under safeguarding legislation, from working with children or otherwise disqualified from holding their position.

17.3.3 The School will notify the Charity Commission of other agencies to which the incident has been reported in accordance with this policy.

17.3.4 The School will tell the Charity Commission what action it has taken or is planning to take at the time of reporting a serious incident, including the immediate management of the incident and any wider review or lessons learned exercise

17.3.5 **Disclosure and Barring Service (DBS)**

(a) A referral to the DBS will be made promptly if the criteria are met. See Appendix 4, 5.1 and 5.2 for further details.

17.3.6 **Teaching Regulation Agency (TRA)**

(a) Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed, or would have been dismissed if he / she had not resigned. See Appendix 4, 5.3 for more details.

17.4 **Insurers**

17.4.1 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.

17.4.2 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 separate Visitors Policy.

19 Use of mobile Technology

19.1 The School's policy on the use of mobile phones and cameras in the School, including the EYFS setting, is as follows:

19.1.1 the School's acceptable use policy for pupils which sets out the expectations on pupils from Year 1 to Year 8. In the EYFS setting, and in Years 1 to 5, Pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises;

19.1.2 staff (including staff in the EYFS setting) should use mobile phones and cameras in accordance with the guidance set out in the staff code of conduct;

19.1.3 parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile phones 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 allows access to the internet onsite. Appropriate internet safety measures are taken to manage associated risks, including use of filters and monitoring of usage.

19.3 The School's approach to online safety is set out in the School's Online safety 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 the 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 BHR Safeguarding Partnership procedures.

20.5 **Induction**

20.5.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes (and where relevant includes the provision of copies of):

(a) this Policy;

(b) the behaviour and discipline policy for pupils;

(c) the staff code of conduct including the whistleblowing policy, staff social media policy and acceptable use policy;

(d) the role of the DSL and his / her identity and contact details together with that of and his / her Deputy;

(e) The safeguarding response to children who go missing from education;

(f) the School's approach to online safety;

(g) Safeguarding training in accordance with BHR Safeguarding Partnership procedures including guidance on managing a report of peer on peer harmful sexual behaviour;

(h) a copy of Part 1 and, where appropriate, Annex A of KCSIE; and

(i) appropriate Prevent training.

20.6 **Safeguarding Training**

20.6.1 All staff including the Head will receive a copy of this Policy and Part 1 and where appropriate, Annex A of KCSIE, and will be required to confirm that they have read and understand these.

20.6.2 The Head and all staff members will undertake appropriate child protection training which will be updated every 2 years and following consultation with the BHR Safeguarding Partnership. In addition, all staff members will receive safeguarding and child protection updates via email, e-bulletins and staff meetings on a regular basis and at least annually.

20.6.3 Staff development training will also include training on online safety, searching pupils for prohibited and banned items and Prevent 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, prejudice-based bullying and mental health and to ensure

that staff have the skills, knowledge and understanding to keep looked after children safe.

20.6.5 All Governors receive safeguarding training on induction. The Nominated Safeguarding Governor and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

20.6.6 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 skills and knowledge to safeguard children effectively, including questionnaires, staff meetings, professional development reviews.

20.7 **Designated Safeguarding Lead**

20.7.1 The DSL and DDSL 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 2.

20.7.3 Prevent duty training will be consistent with the Government's Prevent training for schools. See Educate Against Hate (HM Government 2018) for further details.

20.8 **Teaching pupils about safeguarding**

20.8.1 The School teaches pupils about safeguarding through the curriculum, PSHE and assemblies, including guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, 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 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 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 with regards to child protection arrangements at any time will be remedied without delay.

22.3 The full 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 work with the Nominated Safeguarding Governor, preparing 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 complaints, claims or related proceedings; 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 information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data..

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 child on the School's pro forma sheet which is available from the School Office, Heads of Department and Staff Room. Guidance on record keeping is set out in Appendix 3.

23.4.2 The DSL will open a child protection file following a report to him / her 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.

24 Information Sharing and Multi-Agency Working

24.1 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.

24.2 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.

24.3 When the School receives a request for safeguarding information (e.g. a subject access request from a parent or a request from the police), the School will carefully consider its response to make sure that any disclosure is in accordance with its obligations under the GDPR and Data Protection Act 2018. The School will also have regard to its data protection policies. The School's Data Protection Officer will work with the DSL as appropriate to determine what should be disclosed.

24.4 The School will co-operate with police and children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.

24.5 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.

24.6 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 Indicators of abuse

1 Types of abuse

1.1 Part one of KCSIE defines the following types of abuse, 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 **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 another child or children.

1.3 **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.

1.4 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying and prejudice-based bullying), 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.

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

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

2 Signs of abuse

2.1 Possible signs of abuse include, but are not limited to:

2.1.1 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;

2.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

2.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;

2.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

2.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;

2.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;

2.1.7 the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and

2.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

2.2 The BHR Safeguarding Partnership can provide advice on the signs of abuse and the DfE advice *what to do if you're worried a child is being abused (2015)* provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

3 Specific safeguarding issues

3.1 KCSIE acknowledges the following as specific safeguarding issues:

3.1.1 children and the court system;

3.1.2 children missing education (see section 3.3 below);

3.1.3 children with family members in prison;

3.1.4 child criminal exploitation(see section 3.4 below);

3.1.5 child sexual exploitation (see section 3.5 below);

3.1.6 county lines (see section 3.6 below);

3.1.7 domestic abuse (see section 3.7 below);

3.1.8 homelessness;

3.1.9 so called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage) (see section 3.8 below);

3.1.10 preventing radicalisation (see section 3.9 below);

3.1.11 peer on peer/child on child abuse (see section 3.10 below);

3.1.12 sexual violence and sexual harassment between children in schools and colleges (see section 3.11 below)

3.1.13 upskirting (see section 4 below).

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

3.3 **Children missing education**

3.3.1 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 her welfare.

3.3.2 Where reasonably possible the School will hold more than one emergency contact for each pupil

3.3.3 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).

3.3.4 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.

3.3.5 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).

3.3.6 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.

3.4 **Child criminal exploitation (CCE)**

3.4.1 CCE is where an individual or group (adult or another child) takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal 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; and/ or

(c) through violence or threat of violence.

3.4.2 The victim may have been criminally exploited even if the criminal activity appears consensual. Criminal exploitation does not always involve physical contact and can also occur through the use of technology.

3.4.3 CCE can include children, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

3.4.4 The following signs can be can be indicators of CCE, including children who:

(a) appear with unexplained gifts or new possessions;

(b) associate with other young people involved in exploitation;

(c) suffer from changes in emotional well-being;

(d) misuse drugs and alcohol;

(e) go missing for periods of time or regularly come home late; and

(f) regularly miss school or education or do not take part in education.

3.5 **Child sexual exploitation (CSE)**

3.5.1 CSE 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, including those aged 16 or 17 who can legally consent to have sex, 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.

3.5.2 The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).The above CCE indicators can also be indicators of CSE, as can children who:

(a) have older boyfriends or girlfriends;

(b) suffer from sexually transmitted infections or become pregnant;

3.6 **County lines**

3.6.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

3.6.2 Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

3.6.3 Additional reporting duties:

(a) If a child is suspected to be at risk of, or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

(b) Where a pupil may have been trafficked for the purpose of transporting drugs, a referral to the National Referral Mechanism should be considered.

3.7 **Domestic abuse**

3.7.1 The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

3.7.2 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs

between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

3.7.3 Further advice on identifying children who are affected by domestic abuse and how they can be helped can be found in Annex A of KCSIE. This includes details about Operation Encompass which operates in the majority of policy forces across England, helping schools and police work together to provide emotional and practical help to children.

3.8 **Honour- based abuse**

3.8.1 All forms of so called honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Staff should speak to the DSL if they have any doubts. 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.

3.8.2 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.

3.8.3 **Female genital mutilation (FGM)**

(a) FGM is a form of Honour Based Abuse. It 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 38-43 of the *Multi-agency statutory guidance on FGM (HM Government, July 2020)* (pages 61-63 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. The National FGM Centre has also produced *FGM guidance* to help schools understand their role in safeguarding girls, engaging parents and teaching about FGM.

3.8.4 **Forced marriage**

(a) Forced marriage is also a form of Honour Based Abuse. 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 or 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.

(b) 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)*.

(c) 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 for advice and information.

3.9 **Radicalisation and the Prevent duty**

3.9.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

3.9.2 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.

3.9.3 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 extremism leading to terrorism".

Terrorism: "an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and made for the purpose of advancing a political, religious or ideological cause."

3.9.4 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. 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. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

3.9.5 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..

3.9.6 Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: *Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015)*.

3.9.7 The DfE'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.

3.10 **Peer on peer/child on child abuse**

3.10.1 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.

3.10.2 Safeguarding issues can manifest themselves via peer on peer abuse. This includes, but is not limited to:

(a) abuse within intimate partner relationships;

(b) bullying, including cyberbullying and prejudice-based bullying;

(c) physical abuse such as hitting, kicking shaking, biting, hair pulling or otherwise causing physical harm;

(d) harmful sexual behaviour (see 3.10.3 below);

(e) sexting (Although known as youth produced sexual imagery); and

(f) initiation / hazing type violence and rituals.

3.10.3 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 3.11 below. Harmful sexual behaviour, like all peer on peer abuse, is never acceptable and will be taken seriously.

3.10.4 The School takes steps to minimise the risk 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. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk including the particular vulnerabilities of those with a special educational need or disability (see the School's risk assessment policy.

3.10.5 Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.

3.11 **Sexual violence and sexual harassment between children**

3.11.1 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.

3.11.2 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.

3.11.3 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 committing/attempting to commit certain acts of voyeurism e.g. upskirting. Dismissing or tolerating such behaviours risks normalising them.

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

3.11.5 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.

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

3.12 **Sexting**

3.12.1 "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.

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

3.12.3 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.

3.12.4 The DSL may in exceptional circumstances view images with the prior approval of the Principal 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.

3.12.5 Where an image must be viewed:

(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 does not need to 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.

3.12.6 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.

3.12.7 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.

3.12.8 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.

3.12.9 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).

3.12.10 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.

3.12.11 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.

3.12.12 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.

3.12.13 The Home Office has published *Indecent images of children: guidance for young people (November 2019)* to help young people understand the law on indecent images of children and how to navigate the internet confidently and safely within legal boundaries.

4 Upskirting

4.1 Upskirting typically involves taking a picture under a person's clothing without their permission or knowledge, with the intention of viewing parts of their body or clothing, not otherwise visible, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

4.2 Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence e.g. if actions are taken to do something that is more than merely preparatory to committing the offence such as attempting to take a photograph on a telephone or camera but failing to do so because of lack of storage space or battery.

4.3 The School will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under the School's child protection procedures

4.4 All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to sexting.

5 Special educational needs and disabilities

5.1 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.

5.2 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:

5.2.1 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;

5.2.2 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and

5.2.3 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

6 Looked after children and previously looked after children

6.1 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:

6.1.1 whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;

6.1.2 contact arrangements with birth parents or those with parental responsibility;

6.1.3 information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

6.2 The DSL maintains these details, including contact details of the child's social worker. See Appendix 2 for the DSL's role in relation to pupils who are looked after children.

7 Care leavers

7.1 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 Responsibilities of the Designated Safeguarding Lead (DSL)

1 The name and contact details of the DSL and DDSL 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) refer cases of suspected abuse to the local authority children's social care as required;

(b) support staff who make referrals to the local authority children's social care;

(c) refer cases to the Channel programme where there is a radicalisation concern as required;

(d) support staff who make referrals to the Channel programme;

(e) 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

(f) 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) Act as a point of contact with the three safeguarding partners;

(b) Liaise with the Head to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

(c) As required, liaise with the Case Manager (see Appendix 4 of this policy) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).

(d) Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; and

(e) Act as a source of support, advice and expertise for staff.

2.3 **Raise awareness**

2.3.1 The DSL should:

(a) ensure this Policy is 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;

(c) Ensure this Policy is available publicly;

(d) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this; and

(e) Link with the BHR Safeguarding Partnership to ensure staff are aware of training opportunities and the local policies on local safeguarding arrangements.

2.4 **Child protection file**

(a) Where children leave the School, ensure their child protection file is transferred to 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.

(b) In addition, the DSL will consider if it is appropriate to share any information with the new school or college in advance of a child leaving.

(c) 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, April 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 **Looked after children**

2.6.1 The DSL will, where applicable, take lead responsibility for pupils who are looked after children.

2.7 **Training**

2.7.1 The DSL and the DDSL have undertaken 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. 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 safeguarding 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 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) understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;

(f) understand the importance of information sharing, both within the School, and with the three safeguarding partners BHR Safeguarding Partnership, other agencies, organisations and practitioners;

(g) are able to keep detailed, accurate, secure written records of concerns and referrals;

(h) 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;

(i) 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;

(j) 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;

(k) obtain access to resources and attend any relevant or refresher training courses;

(l) 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; and

(m) are able to work with relevant agencies and foster carers who take lead responsibility for pupils who are looked after children.

Appendix 3 Concerns about a child - guidance for staff

1 **Receiving a disclosure**

1.1 Listen carefully to the child and keep an open mind. The member of staff should 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;

1.3 Reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they 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; and

1.5 Pass on the record when reporting the matter in accordance with this policy.

2 **Recording the concern**

2.1 Staff must record all concerns about a child in writing.

2.2 Records should be factual, signed and dated, with the name of the signatory clearly printed in writing. Records should include:

2.2.1 the child's details: name, date of birth, address and family details;

2.2.2 date and time of the event / concern;

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 in the School Office, Staff Room or from Heads of Department. 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 3.12 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.

4.2 Staff should refer to the School's behaviour and discipline policy and the staff code of conduct for more detailed guidance about the use of reasonable force.

Appendix 4 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 to children; or

1.1.4 behaved or may have behaved in a way that indicates they may not be suitable to work with children.

1.2 Any allegations not meeting this criteria will be dealt with in accordance with the BHR Safeguarding Partnership 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 Designated Officer(s) 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 Chair of Governors or the Nominated Safeguarding Governor, without first notifying the Head. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

2.3 Where an allegation is made against any Governor, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor. If either the Chair of Governors or the Nominated Safeguarding Governor are the subject of an allegation, the matter should be reported to the other. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

2.4 If it is not possible to report to the Head or Chair of Governors or Nominated Safeguarding Governor 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 Chair of Governors and the Nominated Safeguarding Governor.

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 four of KCSIE and the School's employment procedures.

4.2 Where the School is not an employer of an individual about whom safeguarding concerns are raised with the School, it will still have responsibility to ensure allegations are dealt with appropriately and will liaise with relevant parties. This includes supply teachers and volunteers. Any action taken will be in accordance with Part 4 of KCSIE.

4.3 **Early Years Foundation Stage (EYFS)**

4.3.1 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.

4.3.2 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 or volunteer 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 or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral to the Disclosure and Barring Service 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 Agency (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.

Appendix 5 Local arrangements

Please find below the latest documentation regarding local arrangements.

Local Key Risks/Priorities

https://www.redbridgescp.org.uk/wp-content/uploads/2016/04/RSCP-Priorities-2020-2021-Final.pdf

Early Help Menu

https://www.redbridgescp.org.uk/professionals/early-help/

Local Thresholds

https://www.redbridgescp.org.uk/wp-content/uploads/2016/04/Redbridge-SCP-Multi-Agency-Thresholds-Document-September-2018-Final.pdf

Escalation Procedures

https://www.redbridgescp.org.uk/professionals/what-should-you-do-when-there-is-a-professional-disagreement-about-a-child/

Referral Form

Please see below:

London Borough of Redbridge

Email: cpat.referrals@redbridge.gov.uk

Tel: 0208 708 3885

LB REDBRIDGE MULTI - AGENCY REFERRAL FORM (MARF)

This form is to be used by all agencies referring a child/young person to LB Redbridge Children's Social Care for assessment as a child in need, in need of protection and/or children and young people **that are being privately fostered.**

All urgent referrals should be initiated by phone and followed up in writing within 24 hours, by completion of as much of this form as possible. Please PRINT clearly.

A. CHILD/YOUNG PERSON

Child/Young Person's Ethnicity:				
The categories below are defined by the Department of Health and Social Care (DHSC). In addition to helping us to consider the particular needs of the child/young person being referred, this information, when will allow better planning of the services.				
Caribbean ☐	Indian ☐	White British ☐	White and Black Caribbean ☐	Chinese ☐

African ☐	Pakistani ☐	White Irish ☐	White and Black African ☐	Bangladeshi ☐
Any other Black background ☐	Any other White background ☐	Any other Asian background ☐	Any other Mixed background ☐	Not given ☐
Any Other (please specify) ☐				
Religion:				

B. CHILD/YOUNG PERSON'S PRINCIPAL CARERS.
(Please consider if the child/young person is being privately fostered)

FULL NAME	DOB	RELATIONSHIP TO CHILD	ETHNICITY	PARENTAL RESPONSIBILITY
				Y / N
				Y / N
				Y / N
First Language of Carers:			**Is an interpreter or signer required:**	Y / N

C. OTHER HOUSEHOLDMEMBERS

FULL NAME	DOB	RELATIONSHIP TO CHILD/YOUNG PERSON	ETHNICITY	TICK IF ALSO REFERRED

Family Name				**Forenames**			
D.O.B	/ /	**Gender** M ☐ F ☐		**Unborn**	Y / N	**Expected D.O.B**	/ /
Child's First Language					**Is an Interpreter or Signer Required?**		Y / N
Responsible Local Authority				**Child/Young Person known to be in care of another Local Authority**		Y / N	
Address							
Postcode			**Tel.**				
Current address if different from above							
Postcode			**Tel.**				

D. OTHER SIGNIFICANT PEOPLE IN THE CHILD/YOUNG PERSONS LIFE, INCLUDING OTHER FAMILY MEMBERS.

FULL NAME	RELATIONSHIP TO CHILD/YOUNG PERSON	ADDRESS	TEL. NO.

REFERRALS WILL BE SHARED WITH THE FAMILY AND SHOULD NOT BE MADE WITHOUT THEIR KNOWLEDGE/AGREEMENT UNLESS THIS WOULD JEOPARDISE THE CHILD/YOUNG PERSONS SAFETY.		
	Yes/No	If No - State Reason
The child/young person knows about the referral.		
The parent carer knows about the referral.		

E. REASON FOR REFERRAL/REQUEST FOR SERVICES

If an allegation of possible physical abuse, please give specific details of any injury including dates and explanation given.

F. INFORMATION ON STATUTORY STATUS

	Y/N	Please give details of name of child/young persons, dates, category (if known).
Any child in family is/has been subject to a child protection plan?		
Any child or other family member is/has been looked after by a local authority?		
Any child in the family had/has a statement of educational needs (SEN)?		

Any child in the family is/has been on the disability register?		

G. KEY AGENCIES INVOLVED

Insert name of professional if involved.		**Tel.**	**Insert name of professional if involved.**		**Tel.**
H.V			**G.P**		
Nursery			**EWO**		
School			**Police**		
YOT			**Midwife**		
Community Mental Health			**Community Paediatrician**		
School Nurse			**Other**		

H. INFORMATION SUPPORTING THIS REFERRAL

The purpose of this section is to assist the inter-agency assessment. Where you have no information about a particular area, please write 'Not Known' (N/K). Record strengths as well as areas of need or risk so that resources can be directed appropriately.

Child/Young person's development needs and identified risk factors: ***Consider health, emotional and behavioural development, education, identity, family and social relationships, social presentation and self care.***

Risk Indicators:		
Drug and/or alcohol misuse ☐	Mental Health Issues ☐	Domestic Violence ☐
Other……		

Parents/Carers capacities to respond to child/young person. ***Consider basic care, ensuring safety, emotional warmth, stimulation, provision of guidance and boundaries, and stability.***

Issues affecting parent/carers capacity to respond appropriately to child/young person's needs.
Family and environmental factors which impact on the child. ***Consider family history and functioning, the wider family, housing, employment, income, the family's social integration and the availability of community resources to provide support.***
Risks/Hazards ***Please record any issues which may present a risk to others i.e. violence, aggressive dogs etc.***

Name of worker completing referral	
Position/Title	
Agency	

Address			
Tel			
E-mail	@		
Signature		**Date**	/ /
Signature of manager ***if applicable***		**Date**	/ /

Name of social worker taking referral			
Team		**Date**	/ /

NB: Please e-mail to CPAT.Referrals@redbridge.gov.uk