



Ricards Lodge

SAFEGUARDING and CHILDREN PROTECTION POLICY

Revised October 2016

Introduction

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. The school will act in accordance with the following legislation and guidance

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)
- Merton Local Safeguarding Board Interagency Child Protection and Safeguarding Children Procedures
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education Part One – DfE 2016 (Information for all school and college staff)
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) England Regulations 2005
- Sexual Offences Act (2003)
- Section 26, the Counter Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003 (Section 74 Serious Crime Act 2015)
- Children Missing in Education – Statutory Guidance (2016)

Policy Review

This policy is available on our school website and is available on request from the school office. Parents and carers are informed about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis unless an incident or new statutory guidance or local policy creates the need for an earlier review. Review is informed by the school's own experience of managing safeguarding, and its own self-evaluation of this area. This policy was last reviewed and agreed by the Governing Body on 21st September 2016. It is due for review in September 2017. The policy is provided to all staff (including temporary staff and volunteers) at induction alongside Personal and Professional Conduct at Ricards Lodge and Part One of the statutory guidance 'Keeping Children Safe in Education' DfE, September 2016. All staff should read and understand at least Part 1 of this guidance. All school policies are available to staff on Frog. All staff sign a declaration that they have read and will abide by the policies and procedures of Ricards Lodge High School and those of our employer London Borough of Merton.

Signature:

Alison Jerrard

Date:

Signature:

Louise Round

Date:

What to do if you are worried about a child

Ricards Lodge High School has statutory duty to safeguard and promote the welfare of children. All staff members should be aware of the systems within Ricards Lodge which support safeguarding.

If you have any concerns about the health and safety of a child at this school or feel that something may be troubling them, you will need to decide what action to take. Where possible you should share this information with the Designated Safeguarding Lead or their deputy straight away, to agree a course of action, but you may also make a referral directly to children's social care. If you do this, you must inform the Designated Safeguarding Lead as soon as possible.

Please do not worry that you may be reporting a small matter – we would rather you report things which turn out to be small than miss a worrying situation.

If you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral, but where you make a referral without reference to the Designated Safeguarding Lead first, they must be informed as soon as possible. Do not delay. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

The people you should talk to at this school are:

The Designated Safeguarding Lead

Name: Natalija Bloom -Assistant Headteacher

Her office is located in The Lodge on 1st floor.

Her tel. no 020 8946 2208

The Designated Safeguarding Deputy

Name: Lynne Crawford- Ellis, Madeleine Evans, Amy Stirling

Their office is located in The Lodge on 1st floor.

Their tel. no 020 8946 2208

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Headteacher unless it involves the Headteacher and then it should be reported directly to the Chair of the Governing Body

Headteacher:

responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Alison Jerrard**Tel: 020 89462208****Designated Safeguarding Lead (DSL):** a

member of the leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Natalija Bloom**Tel: 020 8946 2208**

Designated Safeguarding Deputy: a member of the teaching, support or pastoral staff, in a post which requires assessment of children and with sufficient status & authority to effectively deputise for the DSL role above. This cannot be an administrative or finance worker.

Lynne Crawford Ellis, Madeleine Evans, Amy Stirling**Tel: 020 8946 2208****Special Educational Needs Coordinator (SENCo):**

a staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their parents or carers.

Natalija Bloom**Tanja Albert (deputy)****Tel: 020 8946 2208****Learning Mentor (or equivalent):** addresses

difficulties preventing a child from reaching their full potential e.g. behaviour, attendance, achievement, timekeeping, homework, safeguarding issues, and develops strategies to overcome these barriers.

Lynne Crawford- Ellis, Madeleine Evans, Amy Stirling**Tel: 020 8946 2208****The Safeguarding Children Team also links in with the:****Safeguarding/Child Protection Governor:**

ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Louise Round**Tel: 020 8946 2208 (via clerk)**

Chair of Governors: takes the lead in dealing with allegations of abuse made against the Headteacher (and other members of staff when the Headteacher is not available), in liaison with the Local Authority; and on safe recruitment practices with the Headteacher.

Louise Round**Tel: 020 8946 2208 (via clerk)**

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1. Statutory Guidance and other national publications

1.1 This policy has been written in line with the most recent 'Keeping Children Safe in Education' statutory guidance (September 2016). It also reflects the contents of 'Working together to safeguard children' (March 2015), the Children Missing Education statutory guidance (September 2016) the 2016 changes to the Pupil Registration Regulations, and 'What to do if you are worried a child is being abused' (March 2015). It also reflects the most recent Ofsted guidance 'Inspecting safeguarding in early years, education and skills from September 2016'.

2. Purpose and aims of policy

- 2.1 The purpose of this policy is to ensure every child at our school is safe and protected from harm. It applies and gives clear direction to staff, volunteers, visitors and parents about our legal duty to safeguard and promote the welfare of our pupils.
- 2.2 The main aims of the policy are prevention, protection and support of all children, and particularly those that are vulnerable. To meet these aims, the school will:
- a) establish and maintain a safe environment in which children can learn and develop;
 - b) practice safer recruitment in checking the suitability of staff and volunteers to work with children and ensuring up to date Disclosure and Barring Service (DBS) checks;
 - c) raise awareness of child protection issues and through planned curriculum activities and opportunities, equip children with the skills needed to keep them safe from abuse both online and offline;
 - d) ensure our pupils know that they can approach adults in the school if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
 - e) implement effective procedures for identifying and reporting cases, or suspected cases of all forms of abuse;
 - f) support pupils who have been abused or for whom there are welfare concerns in accordance with their agreed child protection; child in need plan or other care plan;
 - g) ensure all staff members are aware of school policy and guidance for their own and pupils' use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks within the context of the planned teaching of safeguarding issues in general;
 - h) remain alert to the safeguarding needs of pupils who go missing from education and to the risks posed to them; and
 - i) appoint a designated teacher, and their deputy, to promote the educational achievement of children who are looked after.

3. Our ethos

Ricards Lodge High School is committed to safeguarding and promoting the welfare of all its pupils. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In

order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. The school will always take a considered and sensitive approach in order that we can support all our pupils and recognise that each pupil's welfare is of paramount importance. Our school will establish and maintain an ethos where:

- a) safeguarding is threaded through everything we do in our school ('the golden thread') including the curriculum;
- b) pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something, be it with regard to adults or their peers;
- c) we recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are encouraged to maintain an attitude of '**it could happen here**' where safeguarding is concerned;
- d) through robust training and induction, all staff and regular visitors will know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information;
- e) every pupil will know what the adult will have to do with any information the child/young person has disclosed; and
- f) at all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with '*Working Together to Safeguard Children*' (2015).

We recognise that some children may be especially vulnerable to abuse. Additional barriers can exist, for example, when recognising abuse and neglect for children with Special Educational Needs (SEN). We recognise that children who are abused or neglected may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school their behaviour may be challenging and we recognise that some children who have experienced abuse may harm others.

4. Terminology

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 other (eg via the internet). They may be abused by an adult or adults or another child or children.

Safeguarding: In relation to children and young people, the School adopts the definition used in the Children Act 2004 and the Department for Education (DfE) guidance document: Working Together to Safeguard Children 2015 which define safeguarding and promoting children and young people's welfare as:

- a) protecting children from maltreatment;
- b) preventing impairment of children's health or development;
- c) ensuring that children are growing 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.

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- a) Pupil attendance
- b) Pupils' health and safety
- c) The use of reasonable force
- d) Meeting the needs of children with medical conditions
- e) Providing first aid
- f) Educational visits
- g) Intimate care
- h) Internet or online safety
- i) Data security
- j) Appropriate arrangements to ensure school security

Child Protection: The above statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child refers to all young people who have not yet reached their 18th birthday.

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

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. Safeguarding and promoting the welfare of children is the responsibility of all staff in the school.

Designated Officer works within Children's Social Care and should be alerted to all cases in which there is an allegation of abuse of a child by a person who works with children where there is a concern that the person may have:

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

The Designated Officer captures concerns, allegations or offences emanating from outside of work and is involved from the initial phase of the allegation through to the conclusion of the case.

5. Abuse of trust

- 5.1** All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.
- 5.2** In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.
- 5.3** Staff should further be aware that the Sexual Offences Act, 2003 extends protections to ‘vulnerable adults’ as defined by the Protection of Vulnerable Adults Regulations (2002). For the purposes of the school safeguarding policy, a vulnerable adult in school is a pupil who is aged over 18. Where a criminal offence is thought to have been committed against a vulnerable adult in school, the Designated Safeguarding Lead will report the matter to the Police.
- 5.3.1** A vulnerable adult is a person of 18 years of age or older who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of him or herself, or be unable to protect him or herself against significant harm or exploitation.
- A vulnerable adult in school may therefore be a student/pupil who, for example:
 - has a learning disability
 - has a physical disability and/or a sensory impairment
 - has mental health needs including dementia or a personality disorder
 - has a long-term illness/condition
 - misuses substances or alcohol
 - is a carer such as a family member/friend who provides personal assistance and care to adults and is subject to abuse
 - lacks the mental capacity to make particular decisions and is in need of care and support
 - is frail due to ill health, physical disability or cognitive impairment
- 5.4** Staff relationships with pupils aged over 18 who do not fall under the category of ‘vulnerable adult’ are not permitted even where the relationship is consensual and staff found to be engaged in such relationships will be subject to disciplinary action, which may lead to your dismissal.
- 5.5** All employees must comply with council and school policies in the conduct of their duties.
- 5.6** Any agency staff must comply with the terms and conditions set by their employer and in agreeing to work in school agree to comply with school policies.

6. Children who may be particularly vulnerable

Ricards Lodge recognises that some children may have an increased risk of abuse. Many factors can

contribute to an increase in risk, including prejudice and discrimination, Special Educational Need, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- a) disabled or have special educational needs
- b) young carers
- c) living in a domestic abuse situation
- d) affected by parental substance misuse
- e) affected by mental health issues
- f) asylum seekers
- g) living away from home
- h) vulnerable to being bullied, or engaging in bullying including online, homophobic, racist bullying
- i) living in temporary accommodation
- j) live transient lifestyles
- k) missing education
- l) persistently absent from school
- m) living in chaotic and unsupportive home situations
- n) vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- o) vulnerable to extremism or radicalisation
- p) involved directly or indirectly in sexual exploitation or trafficking
- q) do not have English as a first language
- r) at risk of female genital mutilation (FGM) or forced marriage

7. Children Missing Education

- 7.1 Ensuring admission and attendance registers are up to date and knowing where children are during school hours are extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect, and in older children may raise concerns around child sexual exploitation. To safeguard pupils who are missing education, School will ensure compliance with local authority policy and procedures for Children Missing Education
- 7.2 The Designated Safeguarding Lead will monitor unauthorised absence and follow procedures, particularly where children go missing on repeated occasions.
- 7.3 School will maintain both admission and attendance registers that are accurate and up to date, including all pupils.
- 7.4 School will ensure there are procedures to inform the local authority when:
 - a) pupils fail to attend on the agreed or notified first date of attendance at the school;
 - b) pupils fail to attend school regularly or has been absent without the school's permission for a continuous period of ten school days or more;

c) pupils are added to the school role

d) a pupil's name is to be deleted from the admission register on any of the 15 grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, including for the following reasons:

- The school is replaced by another school on an attendance order
- The school attendance order is revoked by the Local Authority (LA)
- Completion of compulsory school age
- The permanent exclusion of a pupil
- The death of a pupil
- The pupil is transferred between schools
- The pupil is withdrawn to be educated outside the school system
- The pupil fails to return from an extended family holiday after both the school and the LA have tried to locate the pupil
- A medical condition prevents their attendance and return to the school before ending compulsory school-age
- The pupil is in custody for more than four months
- The pupil has left the school
- There are 20 school-days continuous absence without good reason
- The death of the pupil
- The permanent exclusion of a pupil
- A child was admitted to the nursery & doesn't transfer into reception

Deletion from the register is a shared responsibility between the school and the LA. The school must consult the Local Authority prior to deletion from roll and must make reasonable steps to find the pupil if they are not attending.

When sharing off rolling information with the LA the school will follow the LA policy.

7.5 The school will ensure that all staff:

- a) understand what to do when children do not attend regularly;
- b) know the signs and triggers for travelling to conflict zones, Female Genital Mutilation (FGM) and forced marriage and domestic servitude; and
- c) inform the local authority of any pupil who fails to attend school 'regularly' or does not attend school for 10 consecutive days without authorisation.

8. Roles and Responsibilities

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

8.1 The Designated Safeguarding Lead

Natalija Bloom Assistant Headteacher is the Designated Senior Teachers with responsibility for Child Protection. In her absence the other fully trained Achievement Mentors Madeleine Evans, Lynne Crawford-Ellis, Amy Stirling fulfil that role. *The specific roles of the Designated Safeguarding Lead; the Headteacher and Governing Body are outlined in Appendix A.*

8.1 Head of Year

- Provide information for the reports for any Child in Need, Core Group or Case Conference meeting involving a member of their year group.
- Monitor the progress, attendance and well being of all students in their year group to help identify any risk of abuse, neglect or exploitation and help prevent the future risks.
- Provide reports for external agencies about vulnerable children in their year group – copy all such communication to the Inclusion team.
- Monitor their year group for any concerns and to identify and refer any students in need of support and intervention to the Inclusion Panel (Appendix M).
- Communicate concerns about vulnerable children to the Headteacher, Designated Senior Teacher: Natalija Bloom, line manager, Head of Year and tutor, using the vulnerable children’s information form (Appendix M)
- Maintain accurate records including concerns, interventions, and communication with parents and outside agencies.
- Communicate information about liaison work with outside agencies to the Inclusion and Learning Support Manager.

8.2 Staff Responsibilities

Child Protection is the responsibility of all staff in the school. They are often amongst the first people to identify changes in behaviour, in performance, signs of stress, ill health or signs of self-harming that may signify a vulnerable or abused student. All staff receive training on school safeguarding and child protection on commencement of their employment at Ricards Lodge High School. At induction all staff are required to read Keeping children safe in education: statutory guidance for schools and colleges (2016)- part one of Keeping children safe in education. All staff have to attend annual safeguarding update training. The Teachers’ Standards 2012 state that teachers should safeguard children’s well-being and maintain public trust in the teaching profession as part of their professional duties. Staff members are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

It is important to record any concerns on a Welfare and Safeguarding Concerns Form ‘blue slip’ (Appendix G) which will alert the Inclusion and Learning Support Manager, designated staff, Tutor and Head of Year. Even small matters may provide a helpful clue e.g. changes in attendance, homework completion, and sleepiness in lessons, unusual behaviour.

Tutors and Heads of Year will initially investigate concerns and may be in the possession of pieces of important information. They may also identify a pattern of concern and will have communications with family. These concerns are then referred onto the inclusion panel if further action or support is needed or recorded on a vulnerable student form (Appendix M and Appendix N)

The Inclusion and Learning Support Manager and designated teachers monitor the Safeguarding slips and will intervene in cases of obvious child protection concern.

After discussions with the Head of Year and reading referral information, and possibly interviewing the student, the Inclusion Panel or designated members of staff will decide and advise on or organise the appropriate course of action. This will include some of the following:

- Careful documentation of incidents and circulation of information and decisions of the panel
- Communication or interview with the parent or carer.
- Referral to outside agency for additional support
- Requesting Head of Year or Tutor to closely monitor the situation.
- Referral to MASH
- Seeking advice from Social Services or the Borough's Vulnerable Children's Manager.
- Arrange in- school support – monitoring, circle of friends etc.
- Intervention with other student or students.
- Calling a Child in Need meeting.
- Organising a SSP.
- Referrals immediately to MASH- high level immediate concerns
- Completion of a Common Assessment framework form (CASA)

9. The School Commitment

The School will follow the child protection procedures set out by the Merton Safeguarding Children Board which are currently:

- a) ensuring that core child protection processes work well;
- b) recognition and prevention of child sexual exploitation (including multi-agency work to protect children who go missing);
- c) implementation of the Government's Prevent Strategy (to prevent children being influenced to become involved in terrorism); and
- d) development of a local Neglect Strategy.

The school will take account of Keeping Children Safe in Education (2016), (the current statutory guidance issued by the Department for Education) to ensure that the policies, procedures and training in the school are effective and comply with the law at all times. In particular, the school will ensure that:

- a) appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- b) we have a Designated Safeguarding Lead for child protection who is a senior member of staff and a Deputy Designated Safeguarding Lead/s who will fulfil the role when the Designated Safeguarding Lead is unavailable. All designated staff will have received and access regular and appropriate training and support for this role;
- c) we work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm or for whom there is a welfare concern, and to ensure there is a co-ordinated offer of early help when additional needs are identified;

- d) all staff recognise their individual responsibilities for reporting concerns and importance of sharing information between professionals and local agencies to ensure no child is placed at risk of harm;
- e) all staff are provided with the most up to date training and information on a regular basis;
- f) children are safeguarded from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems are in place;
- g) there is a clear policy in place on the use of mobile technology in the school;
- h) children are taught about safeguarding through teaching and learning opportunities as part of providing a broad and balanced curriculum;
- i) we operate safer recruitment procedures;
- j) there are procedures in place to handle allegations against teachers, the headteacher, volunteers and other staff;
- k) any member of staff found not suitable to work with children is reported to the Disclosure and Barring Service (DBS) for consideration for barring, including following resignation, dismissal or in the case of a volunteer, when we cease to use their services as a result of a substantiated allegation;
- l) policy and practice minimises the risk of peer on peer abuse;
- m) children's wishes and feelings are taken into account when determining what actions to take, whilst being clear that confidentiality cannot be agreed, and always acting in the best interests of the child;
- n) appointing a designated teacher to promote the educational achievement of children looked after; and
- o) recognising that children with Special Educational Needs (SEN) can provide additional safeguarding challenges.

10. Training and Induction

- 10.1** When new staff join our school, they will be informed of the safeguarding arrangements in place and provided with copies of the safeguarding policy, Personal and Professional Conduct at Ricards Lodge Personal and Part One of the statutory guidance '*Keeping Children Safe in Education*' DfE, September 2016. All school policies are available to staff on Frog. All staff sign a declaration that they have read and will abide by the policies and procedures of Ricards Lodge High School and those of our employer London Borough of Merton. They will also be given copies of the record of concern (blue slip) form alongside information about how to complete the form and who to pass it on to.
- 10.2** Every new member of staff or volunteer in the school will be given an induction period that will include essential information relating to signs and symptoms of abuse; how to manage a disclosure from a child; how to record and how to manage issues of confidentiality. The induction will also advise staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. This will include ensuring they are aware of the early help process; their role in identifying emerging problems, and their responsibility to share information with relevant professionals to support early identification and assessment. At induction, all staff will also be provided Part One of '*Keeping Children Safe in Education*' (2016) and will be expected to read and to sign a declaration that they have read and understood the contents.

- 10.3 All staff are required to attend a basic Safeguarding and Child Protection training session each year provided by the Inclusion Team. They also are issued with written safeguarding guidelines and are required to sign a document agreeing to follow the guidelines on the first day they are in the school.
- 10.4 In addition to the safeguarding induction, the school will ensure that all staff access appropriate refresher safeguarding and child protection training on a yearly basis. In addition, as themes and concerns arise nationally and locally, the school will ensure that all staff access training on these and in accordance with the Merton Child Protection Training Pathway as set out by the Merton Safeguarding Children Board (MSCB).
- 10.5 The Designated Safeguarding Lead, and their deputy/ies will undertake regular child protection training in compliance with the statutory requirements for the role, at least on an annual basis. They along with any other member of the senior leadership team who may be in a position to make referrals or attend child protection conferences or core group meetings will attend one of the multi-agency training courses organised by the Merton Safeguarding Children Board, including those looking at the child protection process.
- 10.6 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of the names and location of our designated safeguarding staff members and given details of the reporting and recording system.
- 10.7 In addition to regular training, the Designated Safeguarding Lead will provide regular safeguarding briefings and updates for staff to enable staff to keep up to date with the most recent local and national safeguarding advice and guidance on specific safeguarding issues including but not limited to extremism and radicalisation; child sexual exploitation and Female Genital Mutilation. These updates could be provided via email, staff meetings or e-bulletins.
- 10.8 Our governing body will also undertake appropriate training to ensure they are able to carry out their duties to safeguard all of the children at our school. Training for Governors can be accessed via Merton Governor Services.

11. School Procedures – staff responsibilities

- 11.1 Any staff member concerned about a child must follow the school procedures outlined in Appendix D and without delay, inform the Designated Safeguarding Lead of their concern, no matter how small. All school staff should be prepared to identify children who may benefit from early help and to make a referral to children’s social care. 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. All school staff have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. If any member of staff is concerned about a child s/he must inform the Designated Safeguarding Lead. All concerns should be recorded on a **blue ‘Safeguarding and Welfare Concerns Form’ found in the staffroom** or complete a more lengthy written report which should be put into Natalija Bloom’s pigeon hole in the staffroom, if the matter is **more urgent** they should give it to the Inclusion office.
- 11.2 The member of staff must record and pass on the information regarding the concerns on the same day.

The recording must be a clear, precise, factual account of the observations. (Appendix G)

- 11.3 Any referral made to Children's Social Care via the MASH/First Response Team will be discussed with the parent/s, unless to do so would place the child at further risk of harm. Where threshold for a MASH referral is not met, the Designated Safeguarding Lead, with consent from the parent, may convene a Team Around Child meeting to progress the school's early help offer to the child and family. This will be managed under a Common and Shared Assessment (CASA). This will involve engaging families to accept help and support. In all cases where the threshold is not met, there will be constant review: if the child's welfare does not improve, then referral will be considered again.
- 11.4 If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
- 11.5 Governors will appoint a member to take leadership responsibility for the school's safeguarding arrangements.

12. When to be concerned

- 12.1 All staff and volunteers should be aware of the signs of abuse, neglect and specific safeguarding issues, and that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Types of abuse and neglect are described in Appendix C. Specific safeguarding issues are addressed in sections 22 to 30.
- 12.2 All staff and volunteers should be concerned about a child if s/he presents with indicators of possible significant harm, noting in particular that a child in an abusive relationship may:
 - a) appear frightened of the parent/s or other household members e.g. siblings or others outside of the home;
 - b) act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups);
 - c) display insufficient sense of 'boundaries', lack stranger awareness;
 - d) appear wary of adults and display 'frozen watchfulness'.

12.3 Recognising Abuse

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

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

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

Definitions of abuse

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber 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 though it may occur alone.

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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); - ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. A failure to ensure regular attendance at school or a child missing from education is another possible indicator of neglect.

13. Dealing with a Disclosure

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

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

13.2 During their conversations with the pupils it is best practice for staff to:

- a) allow pupils to speak freely;
- b) remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- c) give reassuring nods or words of comfort –‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- d) not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose;
- e) clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way or ask investigative or leading questions – such as “Whether it happens to siblings too, or what does the pupil’s mother thinks about it”;
- f) at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on;
- g) not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- h) avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- i) tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them;
- j) write up their conversation as soon as possible on the **record of concern form** and hand it to the designated lead;
- k) seek support if they feel distressed.

14. Working with Parents and Carers

14.1 The school is committed to working positively, openly and in partnership with parents and carers. The school will support parents and carers to understand our legal duty to safeguard and promote the welfare of pupils in our school. This includes our duty to make referrals to Children’s Social Care and to assist our colleagues in other agencies with child protection enquiries.

14.2 When pupils join our school, their parents and carers will be informed of the safeguarding and child protection policy and signposted to the school website or upon request at the school office, receive a copy of the policy.

14.3 The school respects parents’ and carers’ rights to privacy and confidentiality and will not share sensitive

information unless we have permission to do so or it is necessary to do so in order to safeguard a child from harm.

- 14.4 In the event of a concern, suspicion or disclosure by a child, School will seek to share the concern with the parent/carer unless to do so may place the child at increased risk of harm. A lack of parental engagement or agreement on the concerns the school has about a child will not prevent the Designated Safeguarding Lead from making a referral to Children's Social Care in circumstances where it is appropriate to do so.
- 14.5 The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent/ carer with parental responsibility has given written permission which includes the full details of any other adult with whom information about a pupil can be shared.
- 14.6 In order to keep our pupils safe and provide appropriate care for them, the school requires parents and carers to provide accurate and up to date information regarding the:
 - a) full names and contact details of all adults with whom the child normally lives and the child's relationship to the adult with whom s/he lives;
 - b) full names and contact details of all persons with parental responsibility (if different from above);
 - c) emergency contact details (if different from above);
- 14.7 The school will seek to secure effective engagement with parents/carers/the family particularly with regard to the Prevent duty, as they are in a key position to spot signs of radicalisation.

15. Support for those involved in a child protection issue

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

- a) taking all suspicions and disclosures seriously;
- b) nominating a link person (*the Designated Safeguarding Lead*) who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- c) responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- d) maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- e) maintaining and storing records securely;
- f) offering details of helplines, counselling or other avenues of external support;
- g) following the procedures laid down in our whistleblowing, complaints and disciplinary procedures;
- h) cooperating fully with relevant statutory agencies.

16. Complaints procedure

- 16.1 Our complaints procedure will be followed where a parent raises a concern about the handling of the process of dealing with safeguarding. The school's complaints policy is on the school's website. Examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher and governors.
- 16.2 Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.
17. **Concerns about a colleague & managing allegations involving Staff**
- 17.1 Ricards Lodge aims is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We recognise however that sometimes the behaviour of adults may lead to an allegation of abuse being made. Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 17.2 Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's **whistleblowing code** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- 17.3 Whistleblowing- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist about the management of child protection, which may include the attitude of colleagues. Staff can utilise the London Borough of Merton's 'Whistleblowing' facilities via the telephone hotline and / or website. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk
- 17.4 School will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the Merton Safeguarding Children Board: Procedures for Allegations Against Persons who Work with Children and Part Four of DfE 'Keeping Children Safe in Education', (2016) are adhered to and will seek appropriate advice from the Designated Officer who is:

Name: **Dawn Haughton**

Tel. No.: **020 8545 3633**

- 17.5 The Headteacher must be informed without delay when an allegation is made or information is received which indicates that an adult working in our School may be unsuitable to work with children. If an allegation is made against the Headteacher, this must be reported to the Chair of Governors. Where either the Headteacher or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors. The Chair of Governors for the School is:

Name: **Louise Round**

Tel No.: **020 8946 2208 (via clerk)**

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair of Governor's in this school is:

Name: **Philip Parker**

Tel No.: **020 8946 2208 (via clerk)**

- 17.6 The Headteacher or Chair of Governors will seek advice from the Designated Officer within one working day. No member of staff or the governing body may carry out investigations before receiving advice from the Designated Officer.
- 17.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the Designated Officer directly.
- 17.8 The School has a legal duty to refer to the Disclosure and Barring Service, anyone who has harmed; or poses a risk of harm to a child; or if there is reason to believe a member of staff has committed one of a number of listed offences; has been removed from working (paid or unpaid) in regulated activity; or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the Designated Officer or Human Resources.

18. **Support for Staff**

Dealing with a disclosure from a child, and safeguarding issues can be distressing. Staff members should recognise their own emotions and seek support from Designated Safeguarding Lead, who will also be proactive in offering support to staff to whom distressing disclosures have been made.

19. **Confidentiality and Sharing information**

- 19.1 All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.
- 19.2 Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- 19.3 *Keeping Children Safe in Education (DfE, 2016)* states that **any** member of staff can contact Children's Social Care if they are concerned about a child. This should then be shared with the Designated Safeguarding Lead so that an overview is kept.
- 19.4 Child protection information will be stored and handled in line with Data Protection Act 1998 principles, which require that information is:
 - a) processed for limited purposes;
 - b) adequate, relevant and not excessive
 - c) accurate;

- d) kept no longer than necessary;
- e) processed in accordance with the data subject's rights;
- f) secure.

- 19.5** Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.
- 19.6** Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.
- 19.7** Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher or Designated Safeguarding Lead.
- 19.8** The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. *Keeping Children Safe in Education (2016)* is clear that these duties should not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions in Child Protection proceedings where this method is too slow. In cases where agencies ring the school requesting information reception staff will take a message and inform the Designated Safeguarding Lead (DSL) *immediately*, the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.
- 19.9** It is not possible for a teacher to guarantee confidentiality to a student if they wish to reveal things to them. It is vital that teachers tell students this as soon as it becomes obvious they are going to reveal sensitive information. A useful phrase is "I'm very happy to listen to what you have to tell me but I cannot promise to keep it a secret. I may have to tell other people to ensure you get the help you need. I cannot keep some things secret".

All staff are informed of this in the school handbook and are reminded each year, during the start of year staff child protection training. New staff have lengthier training.

- 19.10** It is vital that parents/carers are also informed of Child Protection concerns. Occasionally this is not necessary or appropriate and is a judgement by DSL and Headteacher and may involve advice from outside agencies.

Communication with and the involvement of parents/carers is central to Child Protection strategies. We prefer to involve parents in the decision to make any referrals to outside agencies and social services.

19.12 Information sharing

Disclosing information by TELEPHONE

- Always ask the caller to confirm their name, address and other identifying information. Be sure you know who you are talking to.
- If you don't know the caller be careful about disclosing information. If they are calling from another organisation you should call them back through their organisation's published switchboard number. Do not disclose information when a return telephone number cannot be supplied.
- Only provide the information to the person who has requested it. If they are not there you should leave a message for them to call you back.
- If the fact that someone has contacted your service is confidential, do not leave a message with someone else or on a voicemail unless you have their permission to do so.
- Be aware of who might overhear your call.
- Keep a record of any confidential information disclosed during the call

Sending information by EMAIL

- Huge amounts of information are sent by email, within and across agencies.
- Ensure all recipients need to receive the information. Think twice before responding to a group email or copying others in.
- Mark the message 'confidential'.
- Do not include confidential information in the Subject field.
- Use USO FX2 for sharing confidential information
- If you have to send personal information to a recipient who does not use USO FX2, use a password protected file. Make sure you send the password in a separate email.
- If you need to email any confidential information please come to the Inclusion office for further advice.

Transporting personal information securely by hand (only where completely necessary)

- Only where completely necessary, should personal information be taken off site by hand.
- Paper based information should be transported in a sealed file or in a locked briefcase.
- Electronic information must be protected by appropriate security measures
- Information should be kept safe and close to hand. Never leave information unattended unless properly secured.
- When transferring information by car, ensure it is placed in the boot and is kept locked.
- Return the information to your site as soon as possible and file or dispose of it securely.

Sharing personal information securely by post

- Confirm the name, department and address of the recipient.
- Seal the information in a double envelope, ensuring the packaging is sufficient to protect the contents during transit.
- Mark the inner envelope 'Private and Confidential – To be opened by Addressee Only'.

For more information please refer to “ Information sharing -Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2015”

Headteacher and sensitive documents are circulated via secure USO-FX system.

20. Referrals to Children's Social Care

- 20.1** The Designated Safeguarding Lead will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil, subject to their age and understanding, the pupil and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- 20.2** Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, Police or the NSPCC if:
- a) the situation is an emergency and the Designated Safeguarding Lead, their deputy, and the Headteacher are all unavailable;
 - b) they are convinced that a direct report is the only way to ensure the child's safety;
 - c) for any other reason they make a judgement that direct referral is in the best interests of the child.
- 20.3** Staff will record any referral made in accordance with paragraph 19.2 and notify the Designated Safeguarding Lead so that there is oversight of referrals made.

21. Record Keeping and Monitoring

- 21.1** Ricards Lodge staff will make timely and accurate recording of safeguarding concerns raised about a child in the school. Our staff will be supported to understand the importance of timely, comprehensive and accurate recording in line with messages from serious case reviews on issues of recording and sharing information. Further detail of how safeguarding records will be kept in the school are in the separate document 'Keeping Records of Safeguarding Concerns' which should be read in conjunction with this policy. (Appendix H)
- 21.2** A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on a chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.
- 21.3** Recordings of safeguarding concerns will be kept in a separate file known as a '**concern file**'. Written records of concern will be made even where there is no immediate need to refer to Children's Social Care.
- 21.4** The concern file will be securely stored away from the main pupil file. The main pupil file will be marked with a **red 'C'** in the top right hand corner to denote a separate file exists. -
- 21.5** A 'concern' file will be started in the event of a child welfare concern form being passed to the DSL.
- 21.6** Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to

evidence and support actions taken by staff in discharging the school's safeguarding arrangements. Original notes will be retained on the concern file as they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

- 21.7 Staff members recording concerns about a child may not keep copies of recordings made. All recordings must be handed over to the DSL who will store them securely in the child's 'concern' file.
- 21.8 The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.
- 21.9 If the child moves to another school, the concern file will be securely sent or taken, as part of the admission/transition arrangements, to the DSL at the new establishment/school. There will be a timely liaison between each school DSL for Safeguarding to ensure a smooth and safe transition for the child.

22. Specific safeguarding issues

- 22.1 Staff must be aware of the wider, specific safeguarding issues, including behaviours associated with drug taking, alcohol abuse, truanting and sexting, all of which put children in danger. A longer list of such issues is in Part 1 of *Keeping Children Safe in Education (2016)*, with links to further information about each issue, which staff must read and understand.
- 22.2 **Please read Keeping Children Safe in Education Annex A for more information about specific forms of abuse.**

23. Children with sexually harmful behaviour

- 23.1 Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.
- 23.2 The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.
- 23.3 Staff who become concerned about a pupil's sexualised behaviour should speak to the Designated Safeguarding Lead as soon as possible.

24. Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Child sexual exploitation doesn't always

involve physical contact and can happen online. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the Designated Safeguarding Lead. For more information see [appendix T](#)

25. Extremism and Radicalisation

- 25.1** At Ricards Lodge we fully consider radicalisation, extremism and exposure to extremist materials to be safeguarding issues that can lead to poor outcomes for our pupils. In line with the *Prevent duty (July 2015)*, we will work to ensure that members of staff are fully engaged in being vigilant about radicalisation; and maintain an attitude that “it could happen” in the school. School staff will be supported to understand when it is appropriate to make a referral to the Channel programme. We will ensure that awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas is part of our annual safeguarding training cycle.
- 25.2** Through accessing training, we will ensure that all our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. The DSL will undertake Prevent awareness training and will be able to provide advice and support to staff on protecting children from the risk of radicalisation. We will work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.
- 25.3** We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- 25.4** School will not tolerate any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff who will always be challenged and where appropriate dealt with in line with our Behaviour for Learning Policy and Personal and Professional Conduct at Ricards Lodge.
- 25.6** We will closely follow any locally agreed procedures and agreed processes and criteria for safeguarding individuals who are vulnerable to extremism and radicalisation. As part of wider safeguarding responsibilities school staff will be alert to:
- a) Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where learners have not actively sought these out.
 - b) Graffiti symbols, writing or art work promoting extremist messages or images
 - c) Pupils accessing extremist material online, including through social networking sites
 - d) Parental reports of changes in behaviour, friendship or actions and requests for assistance
 - e) Reports from police and local authority services of issues affecting pupils in the school or other education settings in the locality.
 - f) Learners voicing opinions drawn from extremist ideologies and narratives
 - g) Use of extremist or hate terms to exclude others or to incite violence

- h) Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- i) Attempts to impose extremist views or practices on others
- j) Anti-Western or Anti-British views

For more information see Appendix P and Appendix Q

26. Safer working practice

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2009) indicates that there must be clear professional reason for all conduct of staff and volunteers. All adults working with children in school have read Personal and Professional Conduct at Ricards Lodge and Part One of the statutory guidance ‘*Keeping Children Safe in Education*’ DfE, September 2016. All school policies are available to staff on Frog. All staff sign a declaration that they have read and will abide by the policies and procedures of Ricards Lodge High School and those of our employer London Borough of Merton.

27. Female Genital Mutilation (FGM)

- 27.1 School recognises the need for all staff to be alert to the possibility of a girl being at risk of FGM, or of having already suffered FGM. Staff will be alert to the range of potential indicators that a girl may be at risk of FGM.
- 27.2 If staff have a concern regarding a girl that might be at risk of FGM they must activate safeguarding procedures. They will personally report to the police cases where they discover that an act of FGM appears to have been carried out, in line with Section 5B of the *Female Genital Mutilation Act 2003*. Those failing to report such cases will face disciplinary sanctions. Staff should not be examining pupils. Information and guidance can be found within ‘Mandatory reporting of female genital mutilation procedural information’ (DfE, Oct 2015). Unless the teacher has good reason not to, they should still discuss any such case with the DSL and involve children’s social care as appropriate. See Appendix O and O (1) for more information.

28. ‘Honour based’ violence

- 28.1 School recognises the range of crimes which are encompassed within the definition of ‘honour-based’ violence, including FGM, forced marriage, and practices such as breast ironing. These are safeguarding issues and will be treated as such.

29. Online Safety

- 29.1 Ricards Lodge encourages children to use the Internet as much as is possible but at all times in a safe way. Mobile phones, computers and tablets are a source of fun, entertainment, communication and

education and our pupils have regular use of these devices. School is aware that that some adults and young people will use these technologies to harm children through hurtful or abusive communications; enticing children to engage in sexually harmful conversations; webcam photography or face-to-face meetings. The school's **online safety policy** explains how we aim to keep pupils safe in school while promoting ICT appropriate skills.

- 29.2** Ricards Lodge has an unequivocal response to online bullying and sexting by pupils, via texts and emails. This will not be tolerated and will be treated as seriously as any other type of bullying. In the absence of a child protection concern online bullying will be managed through our anti-bullying and confiscation procedures.
- 29.3** If staff members discover instances of misuse, either by staff member, volunteer or child, the issue must be reported to the Headteacher without delay. The Headteacher has overall responsibility for Internet safety.
- 29.4** Ricards Lodge has put in place appropriate filters and monitoring systems (through the LGfL and Impero) to ensure children are safeguarded from potentially harmful and inappropriate online material. These systems do not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- 29.5** School has a separate policy on Online Safety and Social Media Policy which should be read in conjunction with this policy.

30. Photography and Video imaging of children in School

- 30.1** We have taken a sensible and balanced approach that is based on parental consent to take pictures and video images that capture children's achievements, activities and promote success and wherever possible, take steps to ensure anonymity when in the use of images taken by School for these described purposes.
- 30.2** Ricards Lodge acknowledges that the majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images. To help protect pupils, we will implement the following safeguards:
 - a) seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
 - b) seek parental consent;
 - c) use only the pupil's first name with an image;
 - d) ensure pupils are appropriately dressed;
 - e) encourage pupils to tell us if they are worried about any photographs that are taken of them;
 - f) seek parents' cooperation when taking images at school events to ensure that images of unrelated children are not taken without consent or posted to the Internet or other medium without consent of the parents of children involved;
 - g) have strict rules regarding use of mobile technology while on school premises
 - h) ensure that school's equipment or Frog Snap (see Appendix P) are used when taking photos and

videos of pupils.

30.3 Guidance for Parents taking Photographs and filming at School Productions

Ricards Lodge has a set procedure in regards to taking photographs and filming at school productions, which parents are reminded of at the start of each performance.

31. Allegations of abuse made against other children

- 31.1 School recognises that children are capable of abusing their peers. Staff will make clear through teaching and interaction with children that peer on peer abuse is never tolerated or passed off as 'banter' or 'part of growing up'.
- 31.2 **All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Peer on peer abuse can take many different forms, including sexting. Gender issues can be prevalent when dealing with peer on peer abuse, including girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Guidance on dealing with sexting can be found in Appendix F.
- 31.3 Where there is an allegation of peer on peer abuse, this will always be taken seriously , investigated and dealt with within the context of the school's behaviour management policy.

32. Prevention

With reference to our vision, values and aims, Ricards Lodge will:

- a) include regular consultation with children e.g. through safety questionnaires and participation in anti-bullying activities;
- b) ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- c) include the teaching of safeguarding across the curriculum, including PSHE opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include online safety, anti-bullying work, transition support; prevention of radicalisation etc;
- d) ensure all staff members are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

33. Safer recruitment

- 33.1 The school operates safer recruitment practices, checking staff who work with children; taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The school has a separate recruitment and selection policy which should be read in conjunction with this policy.
- 33.2 The school has at least one person on any appointment panel who has undertaken safer recruitment training, including, where appropriate, a member of the governing body.

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education together with the Local Authority and the school's individual procedures.

It is vital that the school create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Governing body must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.(appendices N and O).

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in school. For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in school where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

A more detailed description of regulated activity is provided in Keeping Children Safe in Education page 24.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors who would have the opportunity for contact with children and who work under a temporary or occasional contract.

In a school, a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. (see Keeping Children Safe in Education Annex F for more information)

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.

When appointing new staff, we must:

verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;

obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;

in exceptional circumstances obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;

verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role

verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the school should follow advice on the GOV.UK website;

if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate

verify professional qualifications, as appropriate

Ricards Lodge uses the Teacher Services' system to ensure that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State.

Where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment.

School will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References should be sought on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee and taken up with the candidate at interview.

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References should always be obtained and scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They should always be requested directly from the referee and employers should not rely on open references, for example in the form of 'to whom it may concern' testimonials. If a candidate for a teaching post is not currently employed as a teacher, it is also advisable to check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

On receipt, references should be checked to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate, for example if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies should be taken up with the candidate.

Any information about past disciplinary action or allegations should be considered carefully when assessing the applicant's suitability for the post (including information obtained from the Teacher Services' checks referred to previously).

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All interview panels will include an individual who has completed the Safer Recruitment in Education course.

33.3 Single central record

We must keep a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record must cover the following people:

- all staff (including supply staff) who work at the school
- all others who work in regular contact with children in the school including volunteers; and

The information to be recorded on these individuals is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For details of records that must be kept, see: Regulations 12(7) and 24(7) and Schedule 2 to the School Staffing (England) Regulations 2009 and the School Staffing (England).

School and colleges do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record. To help schools and colleges comply with the requirements of the Data Protection Act, where a school or college chooses to retain a copy they should not be retained for longer than six months. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept for the personnel file.

33.4 Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in school. In addition, school must make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has

imposed, using the NCTL Teacher Services' system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

The Home Office has published guidance on criminal record checks for overseas applicants. The department has also issued guidance on the employment of overseas-trained teachers. This gives information on the requirements for overseas-trained teachers from the EEA to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

33.5 Agency and third-party staff

School must obtain written notification from any agency, or third-party organisation, we use that the organisation has carried out the checks on an individual who will be working at the school that the school would otherwise perform. This must include, as necessary, a barred list check, prior to appointing that individual. We must also check that the person presenting themselves for work is the same person on whom the checks have been made.

33.6 Trainee/student teachers

Where applicants for initial teacher training are salaried by the school, the school must ensure that all necessary checks are carried out. As trainee teachers can undertake regulated activity, sometimes unsupervised, an enhanced DBS certificate and barred list check must be obtained. Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks. School should obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for the school to record details of fee-funded trainees on the single central record.

33.7 Existing staff

If the school has concerns about an existing staff member's suitability to work with children, the school should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity must be carried out. Apart from these circumstances, the school is not required to request a DBS check or barred list check.

School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual.

33.8 Volunteers/visiting staff and clubs

Before staff agree to any volunteers or club activity commencing, permission must be sought from the Headteacher in line with the following guidance:

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis will be in regulated activity. The school will obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, school may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns.

School may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity but have the opportunity to come into contact with children on a regular basis, e.g. supervised volunteers. Employers are not legally permitted to request barred list information on a volunteer who, because they are supervised, is not in regulated activity.

The school will undertake a risk assessment and use professional judgement and experience when deciding whether to seek an enhanced DBS check for any volunteer not engaging in regulated activity. In doing so should consider:

- the nature of the work with children;
- what the school knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability; and
- whether the role is eligible for an enhanced DBS check.

The Protection of Freedoms Act 2012 amended the Safeguarding Vulnerable Groups Act 2006, removing supervised volunteers from regulated activity and applying a duty on the Secretary of State to issue guidance to assist regulated activity providers such as schools and colleges in deciding what level of supervision is required so that this exclusion would apply. If the volunteer is to be supervised while undertaking an activity, which would be regulated activity if it was unsupervised, the statutory guidance must be followed. The guidance issued following this change requires that:

- there must be supervision by a person who is in regulated activity;
- the supervision must be regular and day to day; and
- the supervision must be “reasonable in all the circumstances to ensure the protection of children.”

The DBS cannot provide barred list information on any person, including volunteers, who are not in, or seeking to enter, regulated activity.

The Headteacher will determine whether the school or the provider should pay for the check to be processed. Exception to this will be Ofsted registered Inspectors who have photographic ID, members of MMF who have their Merton ID badges, including PFI contractors, any other Merton Linked

organisations as agreed with Merton and the Headteacher.

Governors

We will follow Merton guidance to request an enhanced DBS check every four years and as a part of the appointment process for governors.

34. Related Policies

The following policies fall under our safeguarding umbrella and we actively use them to underpin our vision, values and aims and our intent to ensure that pupils at our school are appropriately safeguarded:

- a) Personal and Professional Conduct at Ricards Lodge
- b) Teachers' Standards 2012
- c) Equality Policy
- d) Attendance Policy
- e) Online safety Policy
- f) Behaviour for Learning Policy
- g) Supporting students in school with medical needs Policy
- h) Trips and visits Policy
- i) EDCC Policy
- j) Safeguarding Policy
- k) Social Media policy
- l) Data Protection**

Appendix A

Roles and Responsibilities

Designated Safeguarding Lead Role

We have a Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role. This DSL is a senior member of the school leadership team. We also have a Deputy DSL who will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged.

Notwithstanding the presence of the deputy DSL, the DSL has lead responsibility for safeguarding and child protection. This is explicit in their job description. Our DSL will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse.

Responsibilities of the Designated Safeguarding Lead (DSL)

Referrals, Tracking and Monitoring

The DSL will:

- Refer cases of suspected abuse to the local authority children's social care;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- Refer cases where a crime may have been committed to the Police;
- Liaise with the 'case manager' and designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with the Headteacher (where the DSL role is not carried out by the Headteacher) to inform him/her of any issues and especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. The DSL will ensure there is always cover for this role.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for all staff;
- Maintain an overview of all children about whom there are concerns i.e subject to a child protection plan, Child in Need plan, a Looked After Child, or a child about whom there is a concerns file.
- Ensure when children leave the school, that their safeguarding/child protection file is discussed with the DSL at the new school, as soon as possible and that it is transferred separately to the main pupil file. This file will document all concerns as well as child protection and safeguarding concerns.
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004

Training

The Designated Safeguarding Lead and their deputy will ~~attend~~ undergo training (at least bi-annually) to provide them with the knowledge and skills required to carry out the role. In addition, their knowledge and skills will be refreshed at regular intervals, as appropriate to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention within Merton.
- Have a working knowledge of how the Merton Safeguarding Children Board operates, ~~the~~ how Merton conducts ~~of~~ a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands this policy and its associated procedures, especially new or part-time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Are able to keep detailed, accurate and secure written records of referrals/concerns.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

The DSL and their deputy will undertake Prevent awareness training.

Raising Awareness

The Designated Safeguarding Lead will ensure the school's safeguarding and child protection policies are known, understood and used appropriately:

- Ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum), and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the MSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Roles and Responsibilities of the Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff have access to and read:-
 - The safeguarding policy;

- the staff behaviour/conduct policy,
- DfE Keeping Children Safe in Education guidance 2016, Part one, as a minimum.

Roles and Responsibilities of our Governing Body

The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring that the school has effective policies and procedures in place in accordance with this policy, and monitor the school's compliance with them.
- Ensuring there is an individual member of the governing body to:
 - champion safeguarding and child protection issues within the school;
 - provide support and challenge to the DSL and Headteacher;
 - provide information and reports to the governing body;
 - have an overview of the Safeguarding and Child Protection and all related policies, ensuring this is updated annually and in line with latest statutory and local authority guidance;
 - ensure that all staff undertake appropriate child protection training that is updated regularly;
 - audit safeguarding measures annually alongside the Designated Safeguarding Lead and the Headteacher and report back to the full governing body.

It will not be appropriate for that person to take the lead in dealing with allegations of abuse made against the Headteacher. That is more properly the role of the chair of governors or, in the absence of a chair, the vice chair.

- Ensuring that the governing body is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- Ensuring the Headteacher and all other staff who work with children, undertake training which is kept up-to-date by refresher training at two yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.

Other Staff's Responsibilities

It is the responsibility of all other members of staff to:

- be aware of the contents of this policy, the staff behaviour policy/staff code of conduct, and other relevant policies
- read and understand Part 1 of Keeping Children Safe in Education (2016)
- ensure that all safeguarding concerns, both minor and serious, are reported to the Designated Safeguarding Lead (DSL) as soon as reasonably possible. The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.

Any member of staff can refer a child concern.

Appendix B

Guidance for staff - Identifying Concerns

All members of staff, volunteers and governors will know how to respond to a pupil who discloses abuse, or where others raise concerns about them and will be familiar with procedures to be followed.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Question normally without pressurising and only using open questions.
 - Leading questions should be avoided as much as possible.
 - Questioning should not be extensive.
- Staff will not put words in the child's mouth but note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.

Appendix C

Indicators of Abuse

PHYSICAL ABUSE

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

Indicators in the Child	Indicators in the Parent	Indicators in Family/Environmental
<ul style="list-style-type: none"> • Bruises – shape, grouping, site, repeat or multiple • Bite marks – site and size • Burns and Scalds – shape, definition, size, depth, scars • Fractures- delay in seeking medical attention, old fractures, • Injuries not typical of accidental injury • Fabricated or induced illness • Improbable or conflicting explanations for injuries • Repeated or multiple in injuries • Admission of punishment which appears excessive • Fear of parents being contacted and fear of returning home • Withdrawal from physical contact • Aggression towards others • Frequently absent from school <p>Emotional/behavioural presentation</p> <ul style="list-style-type: none"> • Refusal to discuss injuries • Admission of punishment which appears excessive • Fear of parents being contacted and fear of returning home • Withdrawal from physical contact • Arms and legs kept covered in hot weather • Fear of medical help • Aggression towards others • Frequently absent from school • An explanation which is inconsistent with an injury • Several different explanations provided for an injury 	<ul style="list-style-type: none"> • Parent with injuries that may suggest domestic violence • Not seeking medical help/unexplained delay in seeking treatment • Evasive or aggressive towards child or others • Refusal or reluctance to discuss injuries or mention previous injuries • Delay in seeking treatment • Given explanation inconsistent with injury • Over chastisement of child / aggressive towards child or others • Absent without good reason when their child is presented for treatment • Disinterested or undisturbed by accident or injury • Unauthorised attempts to administer medication • Tries to draw the child into their own illness. • Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault • May appear unusually concerned about the results of investigations which may indicate physical illness in the child • Wider parenting difficulties may (or may not) be associated with this form of abuse. • Parent/carer has convictions for violent crimes. 	<ul style="list-style-type: none"> • Marginalised or isolated by the community • History of mental health, alcohol or drug misuse or domestic violence • History of unexplained death, illness or multiple surgery in parents and/or siblings of • the family • Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Notes on Physical Abuse

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits

- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath. The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get but and there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 online 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, though it may occur alone.

Indicators in the Child	Indicators in the Parent	Indicators in Family/Environmental
<ul style="list-style-type: none"> • Developmental delay • Abnormal attachment e.g. anxious, indiscriminate or no attachment • Aggressive behaviour towards others • Child scapegoated within the family • Frozen watchfulness, particularly in pre-school children • Low self esteem and lack of confidence • Withdrawn or seen as a 'loner' - difficulty relating to others • Over-reaction to mistakes • Inappropriate emotional responses to painful situations • Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking) • Self harm- for more information see appendix S • Fear of parents being contacted • Extremes of passivity or aggression • Drug/solvent abuse • Chronic running away • Compulsive stealing • Low self-esteem • 'don't care' attitude • Social isolation – does not join in and has few friends • Depression, withdrawal • Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention • Low self esteem, lack of confidence, fearful, distressed, anxious • Poor peer relationships including withdrawn or isolated behavior. 	<ul style="list-style-type: none"> • Domestic abuse • Mental health; drug or alcohol difficulties • Abnormal attachment to child e.g. overly anxious or disinterest in the child • Scapegoats one child in the family • Cold or unresponsive to the child's needs • Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection. • Overly critical of the child • Never allowing anyone else to undertake the child's care • History of abuse or mental health problems • Wider parenting difficulties may (or may not) be associated with this form of abuse. 	<ul style="list-style-type: none"> • Lack of support from family or social network. • Marginalised or isolated by the community. • History of mental health, alcohol or drug misuse or domestic violence. • History of unexplained death, illness or multiple surgery in parents and/or siblings of the family • Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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.*

Indicators in the Child	Indicators in the Parent	Indicators in Family/Environmental
<p>Physical presentation</p> <ul style="list-style-type: none"> • Failure to thrive/ underweight or small stature • Frequent hunger 	<ul style="list-style-type: none"> • Dirty, unkempt presentation • Inadequately clothed • Inadequate social skills and poor socialisation • Abnormal attachment to the child 	<ul style="list-style-type: none"> • History of neglect in the family • Family marginalised or isolated by the community. • Family has history of mental health, alcohol or drug misuse or domestic

<ul style="list-style-type: none"> • Dirty, unkempt condition • clothing in a poor state of repair or inadequate • Swollen limbs with sores that are slow to heal, usually associated with cold injury • Abnormal voracious appetite • Dry, sparse hair • Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice • Untreated medical problems • Frequent accidents or injuries <p>Development</p> <ul style="list-style-type: none"> • General delay, especially speech and language delay • Inadequate social skills and poor socialization <p>Emotional/behavioural presentation</p> <ul style="list-style-type: none"> • Attachment disorders • Absence of normal social responsiveness • Indiscriminate behaviour in relationships with adults • Emotionally needy • Compulsive stealing • Constant tiredness • Frequently absent or late at school • Poor self esteem • Destructive tendencies • Thrives away from home • Disturbed peer relationships • Self harming behavior 	<p>.e.g. anxious</p> <ul style="list-style-type: none"> • Low self esteem and lack of confidence • Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene • Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy • Child left with adults who are intoxicated or violent • Child abandoned or left alone for excessive periods • Wider parenting difficulties, may (or may not) be associated with this form of abuse 	<p>violence.</p> <ul style="list-style-type: none"> • History of unexplained death, illness or multiple surgery in parents and/or siblings of the family • Family has a past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement. • Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals • Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating • Lack of opportunities for child to play and learn
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SEXUAL ABUSE

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

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the Child	Indicators in the Parent	Indicators in Family/Environmental
<p>Physical presentation</p> <ul style="list-style-type: none"> • Pain, bleeding, bruising or itching in genital and /or anal area • Recurrent pain on passing urine or faeces / Blood on underclothes • Sexually transmitted infections • Pregnancy in a younger girl where there is secrecy about identity of the father • Physical symptoms such as 	<ul style="list-style-type: none"> • Comments made by the parent/carer about the child. • Lack of sexual boundaries • Wider parenting difficulties or vulnerabilities • Grooming behaviour • Parent is a sex offender 	<ul style="list-style-type: none"> • Marginalised or isolated by the community. • History of mental health, alcohol or drug misuse or domestic violence. • History of unexplained death, illness or multiple surgery in parents and/or siblings of the family • Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault

<p>injuries/bruises to the genital or anal area, buttocks, abdomen and thighs</p> <ul style="list-style-type: none"> • presence of semen on vagina, anus, external genitalia or clothing <p>Emotional/behavioural presentation</p> <ul style="list-style-type: none"> • Makes a disclosure. • Exhibits sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit • Inexplicable changes in behaviour, such as becoming aggressive or withdrawn • Self-harm - eating disorders, self mutilation and suicide attempts • Poor self-image, self-harm, self-hatred • Reluctant to undress for PE • Running away from home • Poor attention / concentration • Sudden changes in school work habits, becomes truant • Withdrawal, isolation or excessive worrying or depression • Inappropriate sexualised conduct • Sexually exploited or indiscriminate choice of sexual partners • Wetting or other regressive behaviours e.g. thumb sucking • Draws sexually explicit pictures 		<p>or a culture of physical chastisement.</p> <ul style="list-style-type: none"> • Family member is a sex offender.
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Appendix D

Guidance for staff - dealing with concerns or disclosures regarding a child or young person

1. If you are concerned a pupil has been subjected to Female Genital Mutilation (FGM) you must report this directly and immediately to the police, in person. Also inform your DSL.
2. **You have a concern** about a child / young person's wellbeing, based on:
 - a) Something the child / young person / parent has told you
 - b) Something you have noticed about the child's behaviour, health, or appearance
 - c) Something another professional said or didEven if you think your concern is minor, the Designated Safeguarding Lead (DSL) may have more information that, together with what you know, represents a more serious worry about a child. - **It is never your decision alone how to respond to concerns - but it is always your responsibility to share concerns, no matter how small.**
3. **Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions: beginning with words like: how, why, where, when, who?
4. **Let the child / young person / parent know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret. You may say for example, *"I am worried about your bruise and I need to tell Miss Jones so that she can help us think about how to keep you safe"*.
5. **Inform the DSL immediately.** If the DSL is not available, inform their Deputy. If neither is available, speak to the Headteacher or other member of the Senior Leadership Team. **If there is no other member of staff available, you must make the referral yourself. Anyone can make a referral, but where you make a referral without reference to the Designated Safeguarding Lead first, they must be informed as soon as possible.**
6. **Make a written record** as soon as possible after the event, noting:
 - a) Name of child
 - b) Date, time and place
 - c) Who else was present
 - d) What was said / What happened / What you noticed speech, behaviour, mood, drawings, games or appearance
 - e) If child or parent spoke, record their words rather than your interpretation
 - f) Analysis of what you observed and why it is a cause for concern
7. **The DSL may take advice** from the Multi-Agency safeguarding Hub (MASH)/First Response Team (020 8545 4226/4227) or other Children Social Care Team supporting schools safeguarding, such as the Vulnerable Children Team (020 8545 3374).
8. **The DSL makes the referral** to the MASH service. The referral will note all previous intervention by

the school with the child, any relevant history relating to the child, their siblings or the family. It is not the role of the DSL or other staff in school to investigate or attempt to resolve a safeguarding/child protection concern.

9. **The DSL shares information** with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.
10. **The DSL informs parent that they have made a CP referral**, if the parent does not already know, and if there is no reason not to let them know. There are a number of scenarios where the MASH/First Response Team may suggest a delay in informing the parent where informing the parent might put the child at further risk or in order to prevent the child being harmed or intimidated (and retracting their disclosure). Such scenarios may be in cases of suspected sexual abuse or cases of suspected Fabricated or Induced Illness by proxy.
11. **The DSL remains in close communication** with other professionals around the child / young person, including the staff member to whom disclosure was initially made, and with the family, in order to share any updates about the child / young person.
12. **If a child protection investigation is pursued**, the DSL and other key school staff will:
 - a) Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
 - b) Attend a child protection conference when invited and provide updated information about the child
 - c) Attend any subsequent child protection review conferences.
 - d) Attend core group meetings and take an active role in the implementation of the protection plan.

These actions are taken within the context of the 'Actions when there are concerns about a child' (KCSIE 2016 draft, page 10).

Appendix E

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

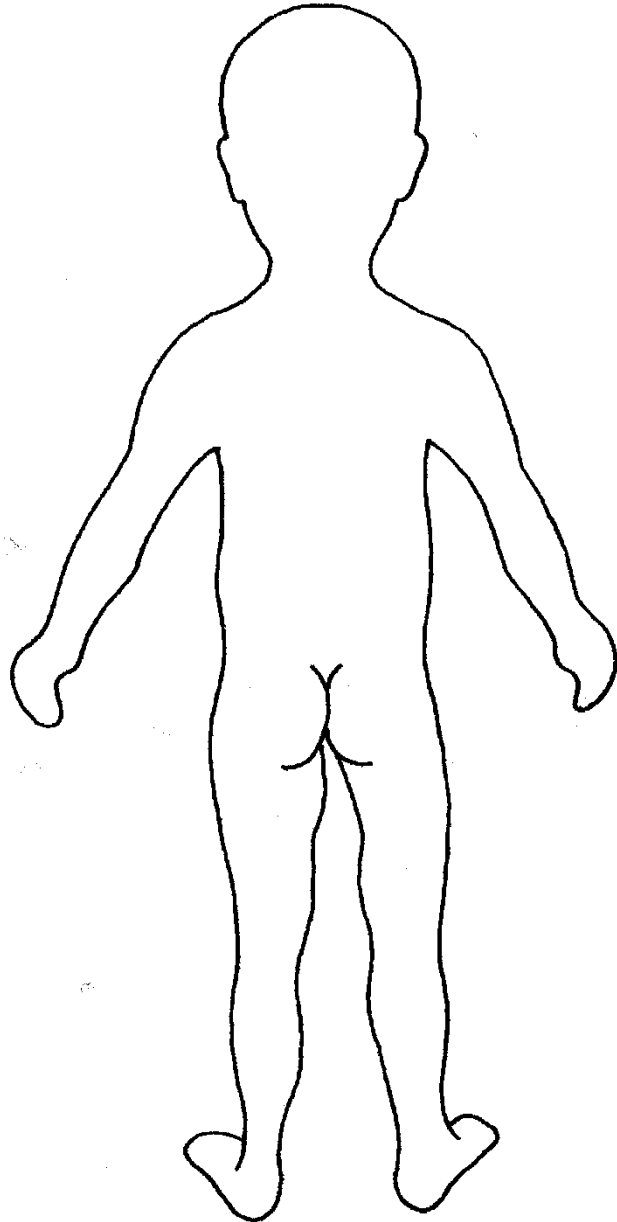
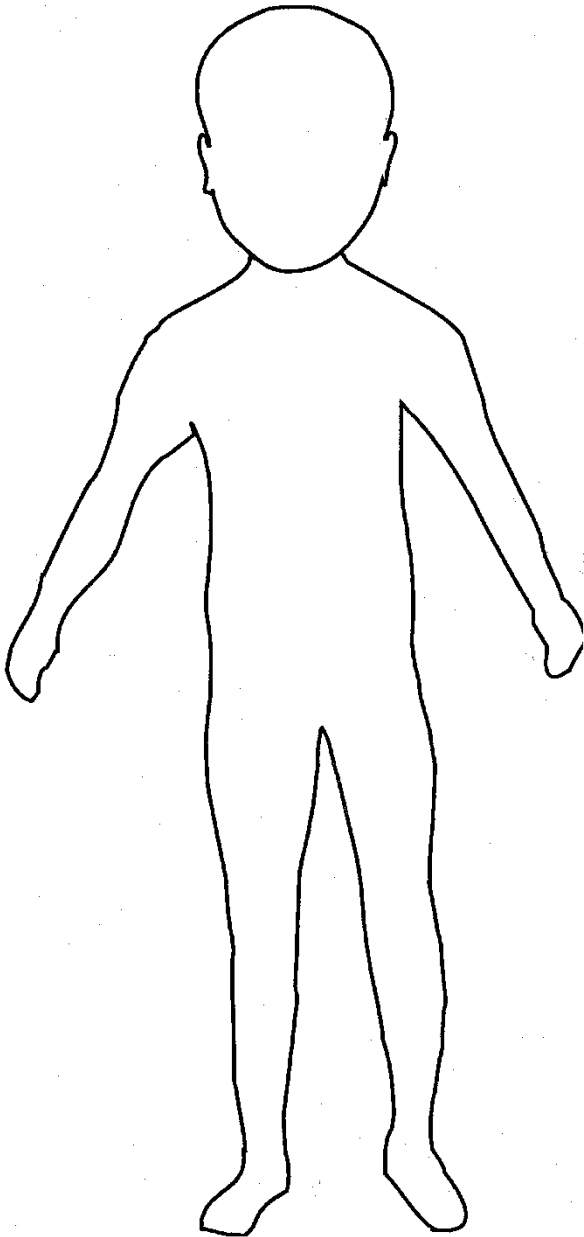
Names for Child: _____

Date of Birth: _____

Name of Worker: _____

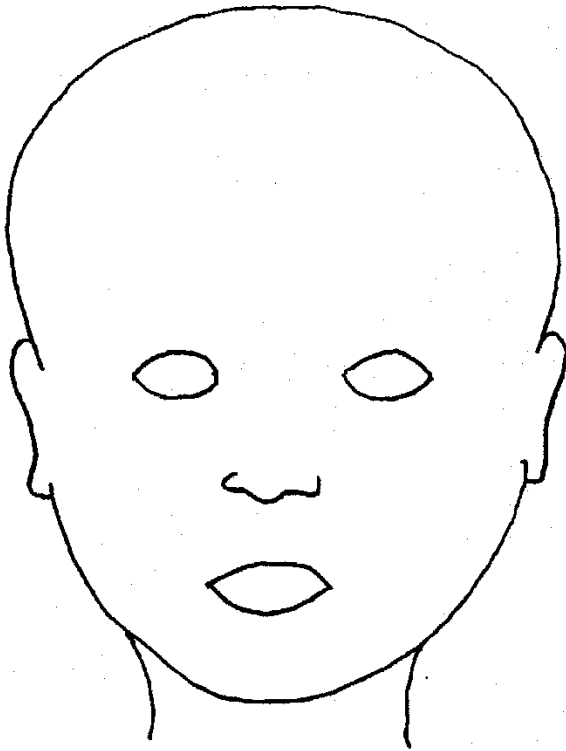
Agency: _____

Date and time of observation: _____

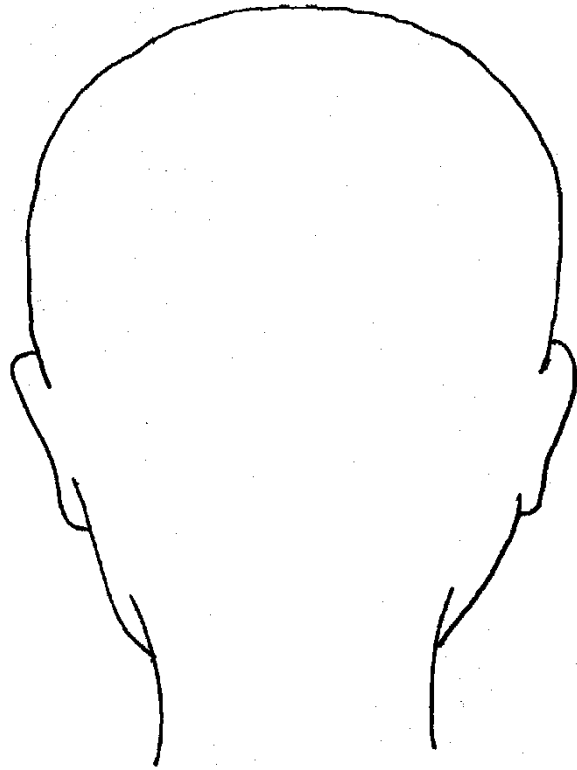


Name of Child: _____

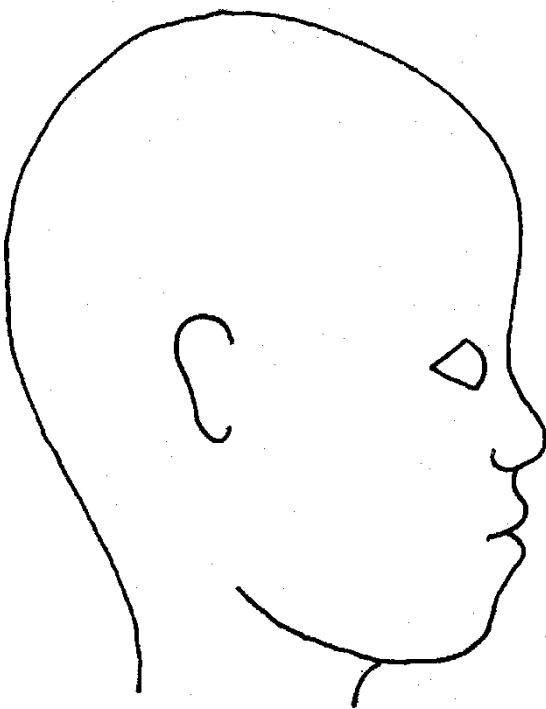
Date of observation: _____



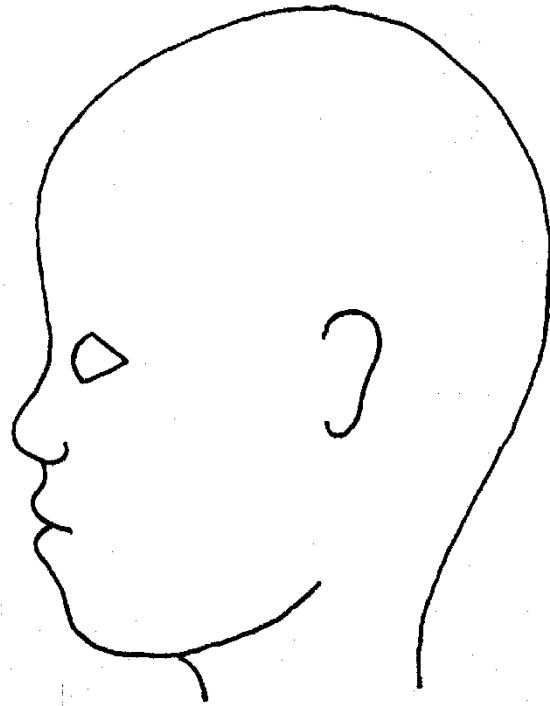
FRONT



BACK

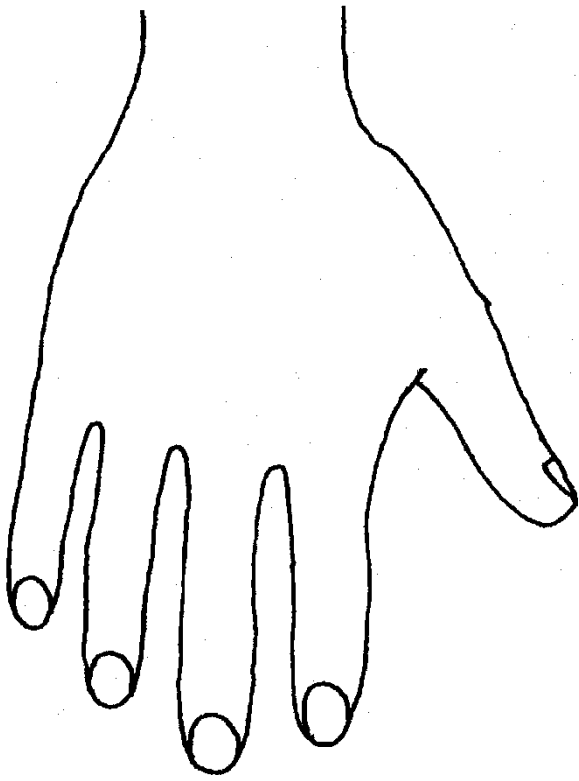


RIGHT

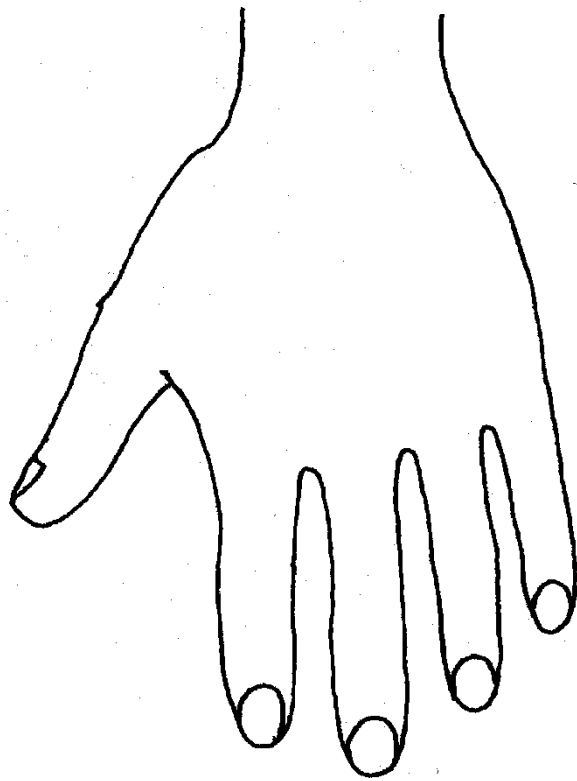


LEFT

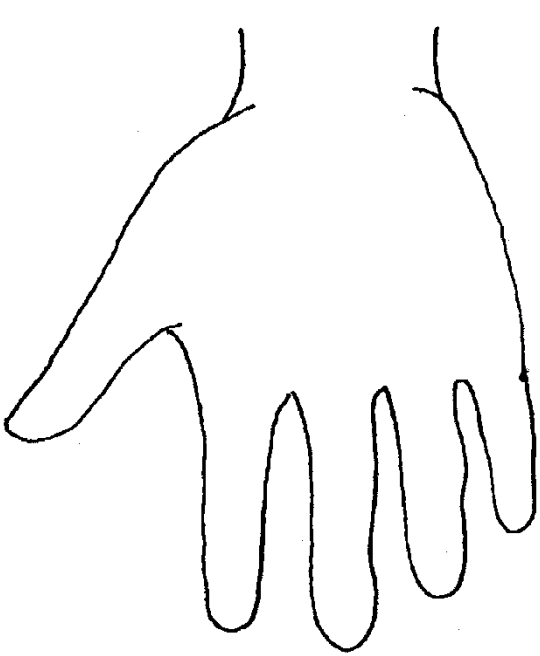
Name of Child: _____ Date of observation: _____



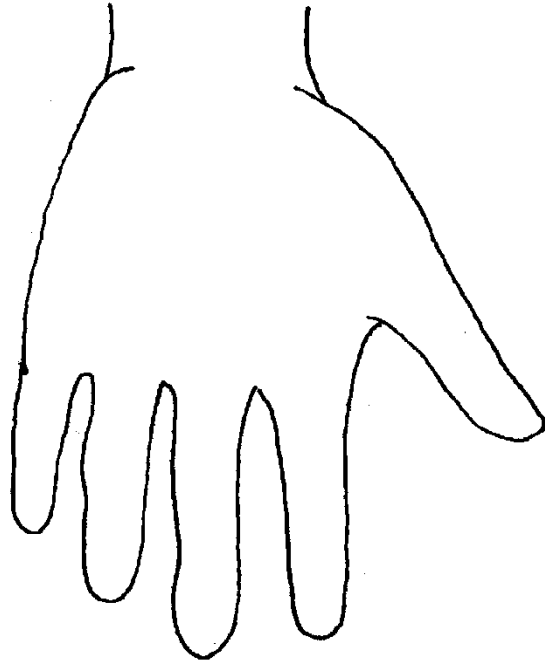
R
BACK



L

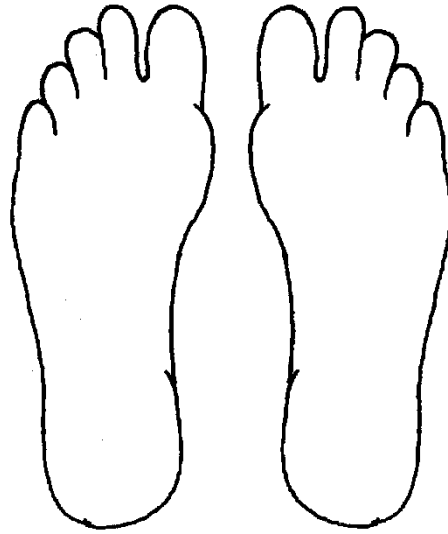
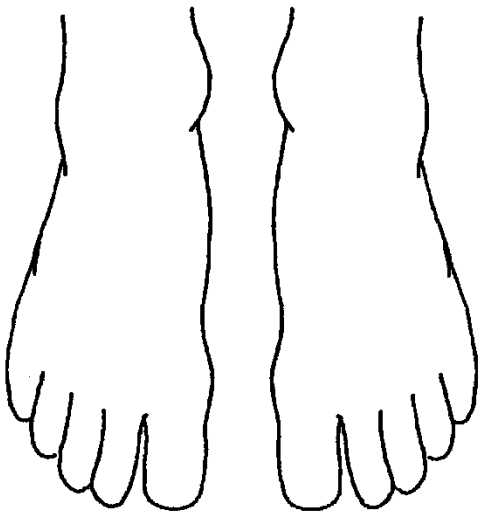


R
PALM



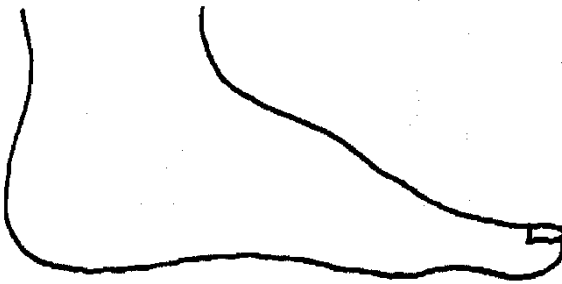
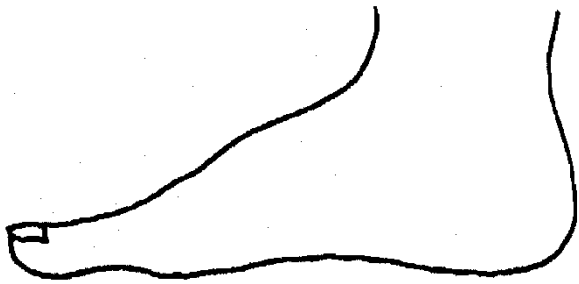
L

Name of Child: _____ Date of observation: _____



R TOP L

R BOTTOM L



R INNER

L



R OUTER

L

Printed Name and Signature of worker:

Date:

Time:

Role of Worker

Other information:

Appendix F

Sexting (Youth produced sexual imagery): Responding to Incidents

The UKCCIS Education Group has produced advice for schools and colleges on responding to incidents of ‘sexting.’ This advice is non-statutory and should be read alongside the Department for Education’s Keeping Children Safe in Education statutory guidance and non-statutory Searching, Screening and Confiscation advice for schools.

The law

Making, possessing and distributing any imagery of someone under 18 which is ‘indecent’ is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. For the purposes of this advice ‘youth’ refers to anyone under the age of 18
- Children under 13 are given extra protection from sexual abuse under the Sexual Offences Act 2003. This law makes it clear that sexual activity with a child under 13 is never acceptable, and that children of this age can never legally give consent to engage in sexual activity. This applies to children who have not yet reached their 13th birthday i.e. children who are aged 12 and under.

The latest guidance states “We should not, however, unnecessarily criminalise children. Children with a criminal record face stigma and discrimination in accessing education, training, employment, travel and housing and these obstacles can follow a child into adulthood” and “Often, young people need education, support or safeguarding, not criminalisation.” P10

For clarity, this advice introduces the term **Youth Produced Sexual Imagery**

- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.
- ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
- ‘Imagery’ covers both still photos and moving

In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent. This is likely to be the behaviour more commonly identified within primary schools. Some common examples could include sending pictures of their genitals to their friends as a dare or taking a photo of another child whilst getting changed for PE. Within this context it is unlikely that police or social care involvement is required or proportionate but DSLs will need to use their professional judgement to consider the specific context and the children involved.

DSLs must ensure that they are familiar with and follow MSCB policies for recognising and responding to

harmful behaviours and/or underage sexual activity when dealing with children under 13 who may have been involved in creating or sharing youth produced sexual imagery. This is essential to ensure that children involved or identified are safeguarded and are not unnecessarily criminalised or labelled.

Schools response to incidents of this type should be proportionate and, under certain circumstances, they may respond to incidents without involving the police.

When an incident involving youth produced sexual imagery comes to a school or college's attention:

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

All members of staff (including non-teaching staff) should be made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. This should be covered within staff training.

Initial review meeting

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
 - If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13
5. You have reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

The decision should be made by the DSL with input from the Headteacher and input from other members of staff if appropriate. The decision should be recorded.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

- When assessing the risks the following should be considered:
- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

DSLs should always use their professional judgement in conjunction with their colleagues to assess incidents.

Informing parents (or carers)

Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases DSLs may work to support the young people to inform their parents themselves.

Reporting incidents to the police

If it is necessary to refer to the police, contact should be made through existing arrangements. This may be through a safer schools officer, a PCSO, local neighbourhood police or by dialling 101.

Once a report is made to the police, the report has to be recorded and the police will conduct an investigation. This may include seizure of devices and interviews with the young people involved.

Securing and handing over devices to the police

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called - In line with [Searching, Screening and Confiscation advice](#). The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

Searching devices, viewing and deleting imagery

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so.

Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)

- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the headteacher
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the headteacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

It is recommended that in most cases young people are asked to delete imagery and to confirm that they have deleted the imagery. Young people should be given a deadline for deletion across all devices, online storage or social media sites. Young people may need support to report images to social media services.

Interviewing and talking to the young person/people involved

Once a school has assessed a young person as not at immediate risk, it may be necessary to have a conversation with them and decide the best course of action.

When discussing the sharing of youth produced sexual imagery, it is important that the DSL:

- Recognises the pressures that young people can be under to take part in sharing such imagery and, if relevant, supports the young person's parents to understand the wider issues and motivations around this.
- Remains solution-focused and avoids questions such as 'why have you done this?' as this may prevent the young person from talking about what has happened.
- Reassures the young person that they are not alone and the school or college will do everything that they can to help and support them.
- Helps the young person to understand what has happened by discussing the wider pressures that they may face and the motivations of the person that sent on the imagery.
- Discusses issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to

show them things that they are unhappy about. Let them know that they can speak to the DSL if this ever happens.

The purpose of the conversation is to:

Identify, without looking, what the image contains and whether anyone else has been involved. Find out who has seen or shared the image and how further distribution can be prevented.

Recording incidents

All incidents relating to youth produced sexual imagery need to be recorded in school or college. This includes incidents that have been referred to external agencies and those that have not.

Ofsted highlight that when inspecting schools in relation to safeguarding they look for the following:

- Are records up to date and complete?
- Do records demonstrate both effective identification and management of the risk of harm?
- Do records demonstrate sound decision-making, appropriate responses to concerns and evidence of relevant referrals made in a timely manner?
- Do they indicate that appropriate action is taken in response to concerns and allegations in a timely manner?
- Do they show evidence of tenacity in following up concerns with relevant agencies?
- Do they provide evidence of effective partnership working and sharing of information?
- Is there evidence of attendance at or contribution to inter-agency meetings and conferences?
- Is there clarity about the school's policy relating to the sharing of information internally, safe keeping of records, and transfer when a pupil leaves the school?

In cases that relate to youth produced sexual imagery it is important that schools reflect all of the areas above when they are recording incidents.

In addition, where schools do not refer incidents out to police or children's social care they should record their reason for doing so and ensure that this is signed off by the headteacher.

Reporting youth produced sexual imagery online

Young people may need help and support with the removal of imagery from devices and social media, especially if they are distressed. Most online service providers offer a reporting function for account holders and some offer a public reporting function to enable a third party to make a report on behalf of the young person.

EDUCATING YOUNG PEOPLE

Keeping Children Safe in Education statutory guidance states that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities'.

In line with this, schools should provide young people with opportunities to learn about the issue of **youth produced sexual imagery**.

Learning about youth produced sexual imagery cannot be taught in isolation. Learning should be located within a developmental PSHE education programme, as well as in the school's computing programme where it should reflect the requirements of the National Curriculum programme of study for computing. Teaching

should also reflect the principles articulated in ‘Key principles of effective prevention education’ - produced by the PSHE Association on behalf of NCA-CEOP. This can be downloaded from <https://www.pshe-association.org.uk/curriculum-and-resources/resources/key-principles-effective-prevention-education>

Schools should consider:

- What specific learning is provided in the curriculum about youth produced sexual imagery? This focuses on factual information and will include:
 - what it is
 - how it is most likely to be encountered
 - the consequences of requesting, forwarding or providing such images, including when it is and is not abusive
 - issues of legality
 - the risk of damage to peoples’ feelings and reputation
- What specific learning is provided to ensure children and young people have the strategies and skills required to manage:
 - specific requests or pressure to provide (or forward) such images
 - the receipt of such images

It is important that children and young people understand their school’s policy towards youth produced sexual imagery. The content of this policy and the protocols the school will follow in the event of an incident can be explored as part of this learning.

- What underpinning protective learning is being provided by the school’s planned PSHE education programme and wider curriculum? This will include work on:
 - communication
 - understanding healthy relationships including trust
 - understanding and respecting the concept of genuine consent
 - understanding our rights (especially our collective right to be safe and to feel safe)
 - recognising abusive and coercive language and behaviours
 - accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)
 - Without this underpinning learning, specific learning about sexting may have limited impact.

This appendix is based on the latest government guidance produced by UKCCIS - **Sexting in schools and colleges: responding to incidents and safeguarding young people** https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4_.pdf which replaces ‘Sexting in Schools: What to do and how to handle it.’

Appendix G:

Safeguarding Concerns Form (blue slip)

Staff, volunteers and regular visitors who have a safeguarding concern about a child in school are required to complete this form and pass it to the **Designated Safeguarding Lead.**

Ricards Lodge High School

Appendix G

SAFEGUARDING AND WELFARE CONCERN FORM

Part 1 (for use by staff members)

Child's Name:		Tutor Group:	
Date and Time of Incident:		Date and Time form Completed:	
Staff Name & Role (print):		Signature:	

Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses? What is the pupil's account/view? Any other relevant information (distinguish between fact and opinion). Previous concerns etc.

Note actions, including names of anyone to whom your information was passed and when.

Check to make sure your report is clear to someone else reading it. Handwriting must be legible.

Please pass this form to your Designated Safeguarding Lead without delay.

Part 2 (for use by Designated Safeguarding Lead/s)

<p>Time and date information received , and from whom.</p>	
<p>Any advice sought – if required (date, time, name, role, organisation and details of advice given).</p>	
<p><u>Action taken</u> (referral to Children’s Social Care/monitoring advice given to appropriate staff/CASA etc) with reasons.</p> <p>Note time, date, names, who information was shared with and when & purpose etc.</p>	
<p><u>Parent’s informed?</u> Yes/No. If NO, give reasons.</p>	
<p><u>Outcome</u></p> <p>Record names of individuals/agencies who have given information regarding outcome of any referral (if made). Has child or staff member raising concern been informed of outcome?</p>	
<p>Where can additional information about child/incident or follow up actions be found.</p>	
<p>Signature & Date</p>	
<p>Printed Name</p>	

Chronology

CONFIDENTIAL

Complete for all incidents of concern including 'blue slips' and Educationally Vulnerable Children Information, meetings and phone calls. If an additional sheet has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Tutor group:
Date	Information/Details of concerns or contact	Staff

Vulnerable children's file front sheet

Name:		DOB:	Class/Tutor group	Ethnicity:	
Status of file and dates:					
LAC					
CP					
CIN					
At risk			CSE Y/N	Prevent Y/N	Going missing Y/N
Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?					

