



The Mall School

**Safeguarding Policy
and
Child Protection Procedures**

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Safeguarding Policy and Child Protection Procedures Contents Page

	Contents Page	1
	Key Contact Details	3
	Reporting Summary	5
1	Introduction	6
2	Policy Statement, Principles and Aims, Monitoring and Review	7
2.1	Policy Statement	7
2.2	Policy Principles	7
2.3	Policy Aims	9
2.4	Policy Monitoring and Review	9
3	Roles and Responsibilities in Managing Safeguarding and Child Protection	9
3.1	Role of the Designated Safeguarding Lead and Designated Safeguarding Deputy	9
3.2	Role of the Governing Body	10
3.3	Role of all Staff	10
3.4	Role of Single Point of Access (SPA) and the Local Authority Designated Officer (DO)	11
4	Early Help	11
5	Safeguarding Training	12
5.1	Staff Training	13
5.2	DSL Training	13
6	Defining Harm, Significant Harm and Abuse	13
7	Notifying Parents	14
8	Teaching Pupils about Safeguarding	14
9	Safeguarding Record Keeping at The Mall School	15
10	Online Safety	15
11	The Sharing of Youth Produced Sexual imagery	16
12	Photography and Images	17
13	Missing Child Procedures	17
14	School Trips and Off-site Arrangements	18
15	Secure School Premises	18
16	Visiting Speakers	18
17	Safer Recruitment	19
18	Specific Safeguarding Issues	19
18.1	Children Missing From Education	20
18.2	Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)	21
18.3	Honour - Based Abuse	22
18.4	Female Genital Mutilation	22

18.5	Preventing Radicalism	23
18.6	Children with SEND	23
18.7	Peer on Peer Abuse	24
18.8	Serious Violence	24
18.9	Mental Health	24
18.10	Domestic Abuse	25
18.11	Sexual Violence & Sexual Harassment	25

	Child Protection Procedures	27
1	What to do if you suspect a child is at risk of significant harm	28
2	What to do if a child discloses information to you	28
3	Taking action: advice for staff	30
4	Reporting directly to child protection agencies	30
5	Notifying parents	31
6	Action by the Designated Safeguarding Lead once a concern has been raised	31
7	Children with harmful behaviour	32
8	Peer on peer abuse including bullying, sexual violence and sexual harassment	32
9	Peer on peer allegation	33
10	Sharing information and confidentiality	33
11	Safeguarding complaints and allegations	34
12	Whistleblowing	34
	Appendix 1 Types and Signs of Abuse	36
	Appendix 2 Roles and Responsibilities of the DSL and Deputy	40
	Appendix 3 Roles and Responsibilities of the Governing Body	45
	Appendix 4 Prevent Duty: Preventing Radicalisation and Extremism	47
	Appendix 5 Procedures to follow in the event of an allegation of abuse against a member of staff or volunteer	50
	Appendix 6 Child Protection Induction Form	58
	Appendix 7 Child Protection Record of Concern form	59
	Appendix 8 Low level concerns	60

Key personnel and contact details at The Mall School		
Role	Name	Contact Details
Designated Safeguarding Lead (DSL) Assistant Head (Pastoral)	Mr Martyn Miller	pastoral@themallschool.org.uk 020 8614 1097 (x1222)
Deputy Designated Safeguarding Lead SENCO	Mrs Debi Wright	senco@themallschool.org.uk 020 8614 1095 (x1215)
Child Protection Governor Deputy Head, Hampton School	Mr Owen Morris	O.Morris@hamptonschool.org.uk
Child Protection Governor	Mrs Maggie Gallagher	msutherlandgallagher@gmail.com
Headmaster of the Mall School	Mr David Price	admin@themallschool.org.uk
Chairman of Governors	Mr Rupert Walker	popesgrove@blueyonder.co.uk

Key External Agencies, Services and Professionals' Contact Details		
Single Point of Access (SPA) Richmond's Initial Response Team	Civic Centre 44 York Street Twickenham TW1 3BZ	020 8547 5008 (8am – 6pm) 020 8770 5000 out of hours/weekends spa@richmond.gov.uk https://www.richmond.gov.uk/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals/make_a_referral_to_spa
Initial Response Teams' contact details covering catchment areas	Chiswick/Hounslow area Kingston	020 8583 3400 020 8547 5888
Kingston & Richmond Safeguarding Children Partnership coordinator - Lucy MacArthur Associate Director for Safeguarding in Richmond - Sara Doyle	Civic Centre 44 York Street Twickenham TW1 3BZ	lucy.macarthur@kingrichlscb.org.uk 07717436546 support@achievingforchildren.org.uk sara.doyle@achievingforchildren.org.uk 020 8891 7961
Local Authority Designated Officer (LADO) Alice Stott	Guildhall 2 High Street Kingston upon Thames KT1 1EU	020 8891 7370 020 85674609 spa@richmond.gov.uk
Police Child Abuse Investigation Team	Feltham Station 34 Hanworth Road, Feltham TW13 5BZ	020 8247 6601 or 020 8583 6359
KINGSTON AND RICHMOND SAFEGUARDING CHILDREN PARTNERSHIP Independent Chair Deborah Lightfoot	Civic Centre 44 York Street Twickenham TW1 3BZ	deborah.lightfoot@richmond.gov.uk
KINGSTON AND RICHMOND SAFEGUARDING CHILDREN PARTNERSHIP Professional Advisor Elisabeth Major	Civic Centre 44 York Street Twickenham TW1 3BZ	020 8547 6537 Mobile: 07833481774 elisabeth.major@achievingforchildren.org.uk
KINGSTON AND RICHMOND SAFEGUARDING CHILDREN PARTNERSHIP Business Support Officer Sam Chidenga	Civic Centre 44 York Street Twickenham TW1 3BZ	020 8891 7849 Mobile: 07469 100 486 email: sam.chidenga@achievingforchildren.org.uk
Child and Family Consultation Service	Richmond Royal Hospital Kew Foot Road, Richmond TW9 2TE	020 8772 5661
Principal Manager Safeguarding and Family Support	Civic Centre 44 York Street	020 8891 7961

	Twickenham TW1 3BZ	
NSPCC		0808 800 5000 or TEXT 88858 for concerns about a child 0800 1111 (Childline helpline for under 18's)
NSPCC Whistleblowing Helpline		0800 028 0285
'Prevent' contacts		DFE 020 7340 7264 counter.extremism@education.gsi.gov.uk
The Disclosure and Barring Service (DBS)	PO BOX 181 Darlington DL1 9FA	0132 5953 795
Richmond Child and Adolescent Mental Health Services (CAMHS)	Contact via Richmond Single Point of Access	020 8547 5008 020 8770 5000 out of hours/weekends spa@richmond.gov.uk
Forced Marriage Unit		020 7008 0151 fm@fco.gov.uk



The Mall School

Safeguarding Reporting Summary

If you suspect a child is at risk of harm



Contact the Designated Safeguarding Lead

Martyn Miller

pastoral@themallschool.org.uk



DSL unavailable?

Contact the Deputy Designated Safeguarding Lead

Debi Wright

senco@themallschool.org.uk



DSL and deputy DSL unavailable and child is at immediate risk?



Contact Single Point of Access (SPA) Richmond's Initial Response Team

020 8547 5008 (8am – 6pm)

020 8770 5000 out of hours/weekends

spa@richmond.gov.uk

https://www.richmond.gov.uk/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals/make_a_referral_to_spa

If you are concerned about the behaviour of a staff member



Contact the Headmaster

David Price

headmaster@themallschool.org.uk



Headmaster unavailable or concern is about him

Contact the Chairman of Governors

Rupert Walker

popesgrove@blueyonder.co.uk



If you have a concern about the Chairman of Governors it should be reported to the LADO on 020 8891 7370 (or 07774332675 for out of hours) or email LADO@achievingforchildren.org.uk **without** informing the Headmaster of Chairman of Governors



The Mall School

Headmaster: D C Price BSc MA

Safeguarding Policy and Child Protection Procedures

1. Introduction

The Mall School is committed to safeguarding and expects all staff and volunteers to share this commitment. The Mall School recognises it has responsibilities under *Section 87 of the Children Act 1989*, *Section 157 of the Education Act 2002* and the Education (Independent Schools Standards) (England) Regulations 2014 (*as amended*) and any guidance by the Secretary of State to have arrangements in place to safeguard and promote the welfare of children.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act 2002; Education (Independent Schools Standards, ISS) (England) Regulations 2014 (*as amended*) and Government publications: *Working Together to Safeguard Children* (July 2018), *Keeping Children Safe in Education* (KCSIE) (September 2021) *Children Missing Education* (September 2018) and the Kingston and Richmond Safeguarding Children Partnerships Procedures. It is also informed by *What to do if you are worried a child is being abused – advice for practitioners* (March 2015), *Prevent Duty Guidance for England and Wales* (March 2015) and the *Disqualification by Association guidance* August 2018. This is a whole school policy and applies to EYFS as well as out of school provision.

Safeguarding is defined for statutory purposes as protecting children - a child is anyone who has not reached their 18th birthday - from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcome. The School works with social care, the police, health services and other services, as and where appropriate, in accordance with our statutory responsibility, to promote the welfare of children and to protect them from harm.

Although the words 'Safeguarding' and 'Child Protection' are often used interchangeably, they have different meanings.

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including pupils' health and safety, meeting the needs of children with medical conditions, providing first aid, educational visits, internet or online safety and school security.

Child Protection is part of safeguarding and promoting welfare. It refers to the procedures and activity undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm.

In this policy **Staff** refers to **all** those working for or on behalf of the school: full and part-time teaching and non-teaching staff, support staff, contractors and members of the Board of Governors in either a paid or voluntary capacity.

The School has a 'Designated Safeguarding Lead' referred to in this policy as **DSL** and a Deputy whose names and contact details are included in the table on Page 3 of this document. Their responsibilities are outlined in full in **Appendix 2**.

2. Policy Statement, Principles and Aims, Monitoring and Review

2.1 Policy Statement

The Mall School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and young people. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. We operate within a culture of openness and recognise and accept that abuse can happen in any organisation.

(See also the school's policies on Relationships and Health Education, ICT, Anti-bullying, Whistleblowing and the staff handbook).

There are two main elements to the Mall School's Safeguarding Policy:

- Procedures to ensure we are alert to the signs of abuse and neglect and that we deal with the cases of abuse appropriately
- Guidance for Staff in recognising abuse

In addition there are the following appendices:

- Appendix 1: Types and signs of abuse
- Appendix 2: The Responsibilities of the Designated Safeguarding Lead and Deputy
- Appendix 3: Role and responsibilities of the Governing Body
- Appendix 4: The Prevent Duty: preventing radicalisation and extremism
- Appendix 5: Procedure to be followed in the event of an allegation of abuse against a member of staff or volunteer
- Appendix 6: Child Protection training (Induction Form)
- Appendix 7: Child Protection Record of concern about a child's safety and welfare

2.2 Policy Principles

- The School will ensure that the welfare of the child is given paramount consideration when developing and delivering all school activities.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- All Staff are given and should read KCSIE Part 1 and Annex B (for school leaders and those who work directly with children) as they have an equal responsibility to act, in accordance with this policy and procedures and KCSIE, on any suspicion, concern or disclosure that may suggest a child is at risk of harm. The Governing Body will ensure that mechanisms are in place to assist staff in their understanding of KCSIE, so they can 'discharge their role and responsibilities' and appropriate support is given. A full version of KCSIE is available to Staff on the School's shared drive, the school website and a hard copy is in the staff room.
- Pupils and staff involved in child protection issues will receive appropriate support

The Mall School will take all reasonable measures to:

- i. ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance

with the guidance given in: KCSIE and the Education (ISI) Regulations 2014 (as amended) and in the Childcare (Disqualification) Regulations 2009. See also the School's **Safer Recruitment** policy.

- ii. ensure that where staff from another organisation are working on their own with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff;
- iii. follow the inter-agency procedures of the Kingston and Richmond Safeguarding Children Partnership;
- iv. be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
- v. deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his agreed child protection plan;
- vi. design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- vii. be alert to the medical needs of children with medical conditions;
- viii. operate robust and sensible health and safety procedures;
- ix. teach pupils about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum;
- x. take all practicable steps to ensure that School premises are as secure as circumstances permit;
- xi. have procedures in place for dealing with children that go missing in education;
- xii. as early as possible, identify and take action when pupils need help;
- xiii. ensure that a child's wishes or feelings will be taken into account when determining what action to take and what services to provide to protect them; children will be given the opportunity to express their views and give feedback wherever possible;
- xiv. be alert to the threats of specific safeguarding issues as outlined by KCSIE 2021, such as Children Missing From Education, Child Sexual Exploitation (**CSE**) and Child Criminal Exploitation (**CCE**), Mental Health, Female Genital Mutilation (**FGM**) (teachers have a statutory duty to report to the police as well as the DSL where they discover that FGM appears to have been carried out on a girl under 18), Preventing Radicalisation, , and honour-based abuse;
- xv. have procedures in place to fulfil the School's Prevent duty, to identify children at risk of radicalisation and extremism, protect them and make referrals as appropriate;
- xvi. consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children, such as, recognising the vulnerabilities of children with SEND and keeping them safe;
- xvii. have regard to the guidance issued by the Secretary of State for Education in accordance with section 157 of the Education Act 2002 and associated regulations;
- xviii. where requested to do so, the School will allow access for Richmond Children's Social Care Services (**CSC**), and where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. In addition, the School will comply with any request from the Local Safeguarding Children's Board to supply information that it requires to perform its functions;

- xix. work with other agencies wherever such work is needed to ensure adequate arrangements to identify, assess and support children who are suffering significant harm or who may suffer significant harm without appropriate intervention. The School will work with the police, CSC, the DO, health and other services to promote the welfare of children and to protect them from harm; and,
- xx. provide appropriate support to all pupils and staff involved in child protection issues by following the guidance in this policy and statutory guidance.

2.3 Policy Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To raise the awareness and responsibilities of all staff for the need to safeguard children by identifying and reporting possible cases of abuse including radicalisation, child sexual exploitation and online-grooming.
- To ensure consistent good practice across the School.
- To demonstrate the School's commitment with regard to safeguarding to pupils, parents and other partners.
- To prevent harm by: (a) providing excellent pastoral care; (b) ensuring that appropriate staff are properly recruited and trained; (c) teaching pupils via PSHE and a varied curriculum to identify, reduce and manage risks. (This includes safer use of electronic equipment and internet use); and (d) promoting an ethos where pupils feel secure and able to talk.
- To emphasise the need for good levels of communication between all members of staff.

2.4 Policy Monitoring and Review

The full Governing Body (**GB**) will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed annually, unless an incident or new legislation or guidance requires the need for an earlier date or review.

Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School by the DSL and a prompt report made to the GB. Any deficiencies or weaknesses with regard to child protection arrangements at any time will be remedied without delay.

The outcome of the annual review by the DSL will be reported to the Governors who will review this policy and the implementation of its procedures, including good co-operation with local agencies. The Governors will consider the proposed amendments to the Policy, before giving the revised Policy its final approval.

Staff will be regularly reviewed on their own safeguarding practices and given opportunities to discuss concerns they may have about safeguarding matters.

3. Roles and Responsibilities in Managing Safeguarding & Child Protection

3.1 Designated Safeguarding Lead and Deputy

- The School's Governing Body has appointed one member of the Senior Leadership Team with the necessary status and authority to be Designated Safeguarding Lead (**DSL**).

- The Assistant Head (Pastoral) is DSL and is responsible for safeguarding children from Reception to Year 6. Along with the SENCO (and deputy DSL), they have primary responsibility for matters relating to child protection and safeguarding (including online safety). The lead role of the DSL should not be delegated.
- The responsibilities of the DSL include: acting as a source of support and expertise for staff on matters of safety and safeguarding; ensuring that the School's relevant policies are known and used appropriately; raising awareness and discussion of safeguarding issues and concerns amongst staff and pupils; and, coordinating training of staff and liaising with other agencies.
- The DSL and deputy shall be given the time, appropriate cover arrangements, support, funding, training and resources to enable them to support staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.
- Parents are welcome to approach the DSL and deputy if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the child's form tutor or the Headmaster who will notify the DSL in accordance with these procedures.
- The DSL and deputy should undergo training every two years. They should also keep up-to-date with safeguarding developments via e-bulletins, Kingston and Richmond Safeguarding Children Partnership bulletins and resources, as well as, attending a refresher course at least annually to keep up with any developments relevant to their role.
- The main responsibilities of the DSL and deputy are set out in **Appendix 2**

3.2 The Governing Body

It is the governing body's overall responsibility to ensure the School is compliant in accordance with statutory requirements. The governing body takes its responsibility seriously to promote the welfare of children, ensuring their security and protecting them from harm. The reporting of safeguarding practice at the School enables the governing body to ensure compliance with current legislation and to identify areas for improvement. The governing body recognises that close liaison with the local authorities is vital in order that appropriate support, advice and training can be given.

The role and responsibilities of the governing body in managing safeguarding are summarised in **Appendix 3** in this document.

3.3 All Staff

All staff have a statutory duty to:

- Protect children from abuse and provide a safe environment in which children can learn.
- Be aware of the systems in place to support safeguarding. These include: the guidance outlined in the Staff Handbook, KCSIE and related policies; wearing the blue identity lanyard with safeguarding contact details; and, to receive regular safeguarding refresher training, as and when required (at least annually), to keep up with any relevant safeguarding and child protection developments. The training will be in accordance with Kingston and Richmond Safeguarding Children Partnership and will include local inter-agency working principles. (Training may take the form of emails, e-bulletins, quizzes, briefings at staff meetings etc.)
- Read and understand Part 1 of KCSIE and Annex B for school leaders and those who work directly with children. Read the Government advice: *What to do if you are worried a child is being abused* (March 2015) and be familiar with the terms and procedures in this policy.
- Be aware of the signs of abuse and neglect, so that they are able to identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm and in such circumstances to take appropriate action, working with other services as needed. Particular attention should be given to those engaged in close one-to-one teaching of pupils (for instance in music, learning support and sports coaching).

- Understand the role of the DSL and report any matters of concern to the DSL or deputy and, if required, support social workers to take decisions about individual children.
- Be aware of the 'Early Help' process and understand their role in it.
- Be aware of the process for making referrals to Children's Social Care (**CSC**). The School's child protection procedures do not prevent any person from making an immediate referral to Children's Social Care if at any point there is a risk of serious harm.

3.4 Single Point of Access (SPA) and Local Designated Officer (DO)

- Achieving for Children's Single Point of Access (**SPA**) has been developed as a single gateway for all incoming contacts into children's services in Kingston upon Thames and Richmond upon Thames. SPA acts as a central information hub that coordinates information from a range of sources. It works closely with the Initial Response Team and the Targeted Family and Youth Service. SPA also supports the work of Team Around the Child /Family, the Education Welfare Service, Primary Mental Health, early years and children's centres, health visitors and the Police.

Anyone working with children and who has a concern about a child's developmental needs or they suspect a child is being neglected or subjected to physical, sexual or emotional abuse, should contact SPA. It is important to contact SPA before making an online referral so they can respond to the child's needs quickly if you are concerned that a child is at immediate risk. The outcome of contacting SPA will depend on the circumstances.

- The Local Authority Designated Officer (**DO**) works within children's services to help safeguard children in accordance with the statutory guidance, *Working Together to Safeguard Children (2018)*. The DO should be informed, through SPA, of all cases where it is alleged that a person who works with children has:
 - behaved in a way that has harmed, or may have harmed a child;
 - possibly committed a criminal offence against children, or related to a child; or
 - behaved towards a child or children in a way that indicates they are unsuitable to work with children, for example if their conduct falls within any of the categories of abuse.

Once an allegation has been made, the DO's role is to capture and coordinate the sharing of information relating to the case with the officers and agencies that need to be informed. The DO will be involved from the initial phase, providing advice and guidance and monitoring the progress of the case through to its conclusion.

DO meetings are held where allegations are such that they may require a multi-agency response and involve both Children's Services and the Police alongside the employer. If an allegation does not require Police or Children's Social Care involvement, the DO will support the organisation to investigate following their internal procedures and can advise regarding disciplinary, training and policy matters.

4. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years to the teenage years. It is a multi-disciplinary, holistic approach that helps the family in a wider context and builds a relationship with the lead professional. It involves a streamlined assessment process that gives access to appropriate support. The assessment is child centred. Where there is a conflict of interests decisions should be made in the child's best interests.

- All staff should be aware of the early help process and understand their role in it. This includes: identifying emerging problems; liaising with the DSL; sharing information with other professionals to support early

identification; and, in some cases, acting as the lead professional in undertaking an early help assessment.

- Pupils should know how to ask for help anonymously (via the Headmaster's blue confidential box located in Reception, the Let Me Know box in each classroom) or through a trusted adult such as their Class Teacher. The PSHE and RHE programmes offer opportunities to explore emotions and share personal concerns.
- Chapter One of *Working Together to Safeguard Children (2018)* provides detailed guidance on the early help process.
- Effective early help relies upon local agencies working together to:
 - Identify children and families who would benefit from early help
 - Undertake an assessment of the need for early help
 - Provide targeted early help services to address the needs of a child and their family
- Where a child and family would benefit from coordinated support from more than one agency there should be an inter-agency **Early Help Assessment**. This is an early assessment and planning tool to facilitate the coordinated multi-agency support. It aims to recognise and provide assistance for families as soon as possible to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.
- If early help or other support is appropriate, the case should be undertaken with the agreement of the child and their parents or carers and should involve the child and their family, as well as, all the professionals who are working with them. With consent, practitioners may undertake a common assessment to assess needs and to decide how best to support the child and the family. If there is a range of needs there may be **'Team around the Family' (TAF)** or **'Team Around the Child' (TAC)** meetings to ensure a coordinated approach with one person acting as the lead professional.
- The Early Help assessment will be undertaken by a lead professional who will provide support to the child of the family and coordinate the delivery of the support services. The lead professional role may be undertaken by the DSL, a GP, family support worker, health visitor or special educational needs coordinator. This intervention depends on parental consent. If Early Help is appropriate and where they are not taking the lead, the DSL will support the member of staff liaising with other agencies and setting up inter-agency early help as appropriate.

See **Kingston and Richmond Safeguarding Children Partnership *Multi-agency Threshold Document 2018*** for further information on how to assess and identify a child's level of need.

- If parents and/or the child do not consent to an early help assessment then the lead professional should make a judgement as to whether – without help – the needs of the child will escalate. A referral may be given to children's social care via **SPA** if the child's situation does not seem to be improving and the matter dealt with under child protection procedures.

5. Safeguarding Training

It is important that all staff (as defined in the introduction) have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff will receive training on appointment as part of their induction which is overseen by the DSL and the deputy which includes:

- this policy – including information on children who go missing from education; online safety; and the role and identity of the designated safeguarding lead and deputy;
- the Behaviour, Rewards and Sanctions policy;

- the Staff Handbook - including information on staff behaviour and whistleblowing;
- a copy of Part 1 KCSIE 2021 and Annex B (for school leaders and those who work directly with children).

All new staff will be required to sign to confirm they have read, understood and agreed to comply with the requirements outlined in these documents (Appendix 6).

5.1 Staff training

All staff, including the Headmaster, will receive a copy of this policy and Part 1 of KCSIE 2021 and Annex B (for school leaders and those who work directly with children) and will be required to confirm that they have read these.

Mechanisms to assist staff in understanding KCSIE will include: regular updates at staff meetings, quizzes, INSETs, e-bulletins, online 'Educare' modules and spot checks by the DSL and safeguarding governor.

Annex B in KCSIE is designed to inform school leaders and staff working directly with children and who need more detailed safeguarding guidance in addition to that provided in Part 1.

All staff members will undertake child protection training at appropriate levels, as and when required (at least annually) to keep up with any relevant safeguarding and child protection developments in accordance with the Kingston and Richmond Safeguarding Children Partnership Guidance. This training will include advice on protecting children from radicalization as well as online safety.

Staff are to be trained at Level 1 annually. All staff members will receive safeguarding and child protection updates to provide them with the relevant skills and knowledge to safeguard children effectively.

5.2 DSL training

The DSL and deputy will undertake Child Protection Level 3 training at two-yearly intervals.

In addition the DSL and deputy must keep up-to-date with any developments by attending refresher courses and regularly meeting with other DSLs at the Independent Schools' Safeguarding Meeting to provide them with the knowledge and skills to carry out their role. This includes: training in inter-agency working; providing advice and support to staff on protecting children from radicalisation; participation in child protection case conferences; supporting children in need; record keeping and safer recruitment.

The Deputy Head keeps a record of all attendees at training seminars and training dates (and dates for refresher training) are logged in the annual safeguarding audit.

All training is to be carried out in accordance with Kingston & Richmond Safeguarding Children Board's procedures and requirements.

6. Defining Harm, Significant Harm and Abuse

- To ensure that children are protected from harm, it is necessary 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 young or immature child at home alone. Children may be abused in a family or community setting known to them or, more rarely, by others unknown to them (via the internet). They may be abused by an adult or adults, or another child or children.
- There are four categories of abuse: physical, emotional, sexual and neglect, as defined in Part 1 of KCSIE and reproduced in **Appendix 1**.

Staff should be aware that these are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- **Harm** - The Children Act 1989 defines harm as “ill-treatment or the impairment of health or development”. Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical. Impairment can also include being suffered by hearing or seeing the ill-treatment of another. Health means either physical or mental health and development means physical, intellectual, emotional, social or behavioural development.
- **Significant Harm** - According to *Working Together to Safeguard Children* significant harm refers to “the threshold that justifies compulsory intervention in family life in the best interests of children, and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm”.
- The legislation, however, does not define the line between harm and significant harm. Significant should be given its ordinary meaning (i.e. considerable, noteworthy or important). The child’s particular characteristics also need to be taken into consideration. Whether the harm is significant is determined by comparing the child’s health and development with what could reasonably be expected from a similar child.
- There are no clearly defined criteria to judge whether harm meets the threshold of significant – it can be the result of a traumatic event or a compilation of acute and long-standing events. As highlighted in *Working Together*, “some children live in family and social circumstances where their health and development are neglected. For them, it’s the corrosiveness of long term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.”

6.1 *Working Together to Safeguard Children (2018)* lists the following as factors to consider in understanding and identifying significant harm:

- The nature of harm, in terms of maltreatment or failure to provide adequate care;
- The impact on the child’s health and development;
- The child’s development within the context of their family and wider environment;
- Any special needs, such as a medical condition, communication impairment or disability, that may affect the child’s development and care within the family;
- The capacity of parents to meet adequately the child’s needs; and,
- The wider and environmental family context.

7. Notifying Parents

Where appropriate, parents will be kept informed of any action to be taken under these procedures. However, there may be circumstances when, in support of a child about whom there are concerns (including relating to terrorism), the DSL will need to consult the Headmaster, the DO, CSC and / or the Police before discussing details with parents.

8. Teaching Pupils about Safeguarding

The School promotes the welfare of children through the assemblies programme and through weekly PSHE sessions. Pupils in Year 6 attend LBRUT’s Junior Citizen Day where they learn how to keep safe in everyday life. Opportunities are given for discussion in Class periods and at the Pupil Council where representatives from each class meet to discuss points raised on an agenda.

The PSHE (and RHE) programme covers issues that play a part in safeguarding children, such as, anti-bullying, internet safety, personal safety, recognising feelings, dealing with issues and drug awareness. The NSPCC's 'Speak out, stay safe' module is covered in a structured programme in the autumn term. Anti-Bullying week and Safer Internet Day are acknowledged through guest speakers and assemblies and follow-up Form Time and PSHE lessons.

Online safety sessions are arranged for parents and pupils by visiting speakers every two years.

Pupils are taught through a broad and balanced curriculum how to keep themselves safe and are given the information to avoid situations and persons, including over the internet and mobile technology, which/who could lead them into harm.

9. Safeguarding Record Keeping at the Mall School

Safeguarding records should be kept securely locked. Safeguarding files contain all reports, notes and correspondence referring to a child.

Safeguarding information is confidential and should not be kept on the child's school file. Parents do not have automatic access to the safeguarding file.

Schools should be notified by CSC when a child on the safeguarding register starts at the school, or if a pupil's name has been placed on the register, or has been removed from the register. If a safeguarding file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college. The information should be sent under separate cover to the School file, in a sealed envelope to the Headteacher, marked 'Strictly Confidential'.

Not all safeguarding information results in a referral. A record is made of any information, including hearsay and 'nagging doubts'. This information should be passed to the designated person, so that it can all be kept together.

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount.

All information must be shared with CSC and/or police and health services, as appropriate, where there is concern that a child is at risk of significant harm. Safeguarding information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc.

10. Online Safety

Mobile devices and computers are a source of education, communication and entertainment. However, we know that some adults and young people may use these technologies to harm children. The harm might range from sending hurtful or abusive texts, messages and emails, webcam filming and photography, to enticing children to engage in sexually harmful conversations online, to be at risk of radicalisation or face-to-face meetings. It is essential that children are safeguarded from potentially harmful and inappropriate online material.

Pupils receive guidance on cyber safety through our PSHE programme, assemblies and visiting speakers. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

The School has filters in place and monitoring systems in place which protect children from online abuse without overblocking or imposing unreasonable restrictions as to what they can be taught through working online.

Chat rooms and social networking sites are sources of risk of inappropriate and harmful behaviour, and some children will undoubtedly be 'chatting' on mobile or social networking sites at home. Staff recognise that children are capable of abusing their peers via mobile technology and chat rooms, and that this will not be tolerated or passed off as 'banter'.

The School holds an evening talk on online safety (alternate years) for parents, with a speaker

recommended by the Kingston and Richmond Safeguarding Children Partnership , to help them understand and be aware of the possible risks of mobile and computer technology and to be able to respond appropriately in cases of online harm.

Please refer to **The Mall School ICT Policy** and **Anti-Bullying Policy** for further information.

11. The sharing of youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Sexting refers to both images and videos where:

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult; and
- a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving sexting they should follow the safeguarding procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Services Local Referral, Intervention and Assessment Service Team, or the police as appropriate.

Immediate referral at the initial review stage should be made to Children's Services Local Referral, Intervention and Assessment Service Team/police if:

- the incident involves an adult;
- there is good 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 education needs);
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or is violent;
- the imagery involves sexual acts;
- the imagery involves anyone aged 12 or under; and
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headmaster, to respond to the incident without escalation to Children's Services Local Referral, Intervention and Assessment Service Team, or the police.

In applying judgement the DSL will consider if:

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our safeguarding procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the School.

The DSL will record all incidents of sexting, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

12. Photography and Images

Although most people who take photographs and videos of children do so for entirely innocent, understandable and acceptable reasons, we have to ensure that appropriate safeguards are in place for those who choose to abuse children through taking or using images.

To protect children we will:

- seek consent for photographs to be taken or published for example in the School's promotional material;
- remind parents at the start of events, plays and concerts, about the School's policy on taking photographs i.e. the images should not be made publicly available on social networking sites or on other public areas of the internet;
- remind parents and Staff not to use flash photography as this can cause distress or can trigger seizures in those with medical conditions;
- only use the child's first name with an image unless parents have consented for the pupil's full name to appear next to the image;
- ensure that children are appropriately dressed;
- encourage children to tell us if they are worried about any photographs that are taken of them.

EYFS: For any staff working with Reception boys, while they are on duty, mobile phones must be stored in the office on the main school site. Any photographs that need to be taken for reporting purposes must be taken with a school camera that remains on site.

Staff must not take pictures of the children attending the School using their mobile phones. Only the School's equipment may be used to take photographs or videos of children.

Parents who do not want their child's name or photograph or image to appear in any of the School's promotional material must make sure that their child knows this and must write immediately to the Headmaster stating this and request an acknowledgement of their letter.

Staff will intervene if a pupil appears to be worried by someone taking photographs of them or the behaviour of the adult taking images seems unusual. Staff must report the matter to the DSL as soon as possible to allow the concern to be followed up. The police will be informed in cases of serious concern.

13. Missing Child Procedures

If a child goes missing from school this is a potential indicator of abuse or neglect. All staff should be aware of the school's procedures which are used for searching for and reporting any pupil missing from school. The

procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing; and to help prevent the risks of their going missing in future.

Registers are carefully monitored to identify any trends. Action should be taken if any absence of a pupil gives rise to concerns about their welfare. The school holds more than one emergency contact number for each pupil (in accordance with KCSIE) in order to facilitate contacting parents or guardians if a pupil is not at school when they are expected to be.

Please see the **Pupils' Health, First Aid and Security Policy** and the **Attendance Policy** for more detailed information.

14. School trips and off-site arrangements

During School trips and off-site activities, the School's normal Safeguarding Policy and Procedures apply. When our children attend off-site activities, including those abroad on School trips, we will check that effective child protection arrangements are in place.

All Staff are bound by the School's **Health and Safety – Tours, Visits and Events Policy** when arranging and organising off-site trips.

15. Secure School Premises

The School will take all practicable steps to ensure that the School premises are as secure as circumstances permit.

Staff enter and exit the School using a magnetic ID card tapped on a receiver. This information will be used in the event of a fire. All members of staff will receive and wear at all times (while on the School premises) a magnetic photo ID badge attached to a blue lanyard labelled 'STAFF'.

Access outside school hours is via ID cards (depending on access level). Parents can access after school club buildings via an intercom. Doors are also locked with a key and alarmed overnight.

The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and be escorted when on School premises by a member of staff or an appropriately vetted volunteer.

Visitors on arrival will be handed a name badge attached to a red lanyard labelled 'VISITOR' which must be worn at all times while on the School premises. They are also requested to read the safeguarding procedures and fire safety card at Reception.

All badges contain contact information for the DSL, deputy and children's social care services.

See: **Pupils' Health, First Aid and Security Policy** for more detailed information.

16. Visiting Speakers

The School must ensure all visiting speakers (i.e. visitors to the School who give talks, seminars, and practical workshops) are suitable and appropriately supervised.

Staff responsible for a visiting speaker are reminded that all visitors to the School must be:

- signed in and handed a visitor's red lanyard at Reception on arrival and have their ID checked;
- asked to read the safeguarding procedures and fire safety procedures on a laminated card situated on the desk at Reception;
- collected from Reception by an appointed member of staff; and
- supervised at all times while on the School site by the member of staff responsible for the visit. Visiting speakers must never be placed in a position of being alone with pupils.

17. Safer Recruitment

The School is committed to safer recruitment, for which the ultimate responsibility lies with the Governing Body. The School makes appropriate checks on all staff including through the Disclosure and Barring Services (DBS) and obtaining and following up on references.

EYFS: The School ensures that Staff are compliant with the requirements of the Childcare Act 2006 (the **Act**) and the Childcare (Disqualification) Regulations 2018 ('the 2018 **Regulations**') and the related DfE Statutory Guidance as the school provides an education to children under 8 years of age.

Any member of staff who comes into contact with those children has to complete a self-declaration form before commencing work. This is then recorded on the Single Central Register.

The requirement also guards against an individual working with young people who may be under the influence of a person who lives with them and where that person may pose a risk to children by association and will therefore be disqualified by association.

All those engaged in teaching work (whether or not they are a qualified teacher) have a prohibition from teaching check completed and all checks are recorded on the Single Central Register.

Agency staff and supply staff are checked on arrival at school to confirm that they are the same person that the agency has provided the vetting checks for.

See **Recruitment of Staff Policy** for further details.

18. Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues – some of which are listed below. Staff should be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example the NSPCC offers information for schools at <http://www.nspcc.org.uk>.

Examples of safeguarding issues could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Staff can also find government guidance on the issues below via the GOV.UK website. [GOV.UK](https://www.gov.uk)

Bullying, including cyber bullying, domestic violence, drugs, fabricated or induced illness, faith abuse, gangs and youth violence, gender-based violence against women and girls, mental health, sexting, teenage relationship abuse and trafficking.

Non- governmental advice is also available regarding other safeguarding issues as follows: eating disorders and self-harm.

18.1 Children Missing From Education

All children, regardless of their circumstances, are entitled to an education suitable to their age, ability, aptitude and any special educational needs they may have. Children missing from, or at risk of missing, education are at risk of underachieving and becoming not in education, employment or training in later life. They may also be at risk of abuse or sexual exploitation.

Staff are informed of the separate procedures to be used for reporting any pupil missing from school. These procedures have regard to relevant statutory and local authority guidance. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing; and to help prevent the risks of their going missing in future.

All staff are aware of their roles to protect children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

There are numerous reasons why children are missing from education or are at risk of becoming missing from education. Including:

- behavioural difficulties meaning they cannot attend mainstream schools;
- delays in returning from a holiday so they are considerably late returning to school;
- they are educated at home;
- they have been permanently excluded;
- they have medical needs that cannot be met in mainstream schools; or
- they have special educational needs that cannot be met in their current provision

The School has an admission register and an attendance register. All pupils must be placed on both registers.

Please see the School's separate **Attendance Policy** and **Missing Pupils Policy** for further details.

These procedures include:

- a. safeguarding responses to children who go missing from education, particularly on repeat occasions, which help identify the risk of abuse and neglect and which help to prevent the risks of the child going missing in the future;
- b. the requirement to record the incident, the action taken and the reasons given for the pupil being missing;
- c. to notify the local authority when the school is about to remove or add a pupil from or to the school admission register at a non-standard transmission point;
- d. to make reasonable enquiries to establish the whereabouts of a child, jointly with the local authority, before deleting the pupil's name from the register.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- or, have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for 10 school days or more, at such intervals as are agreed between the school and the local authority.

18.2 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, such as county lines. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial advantage or increased status of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Child sexual exploitation (**CSE**) is a form of sexual abuse where children are sexually exploited for money, power or status. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person exploiting them. Child sexual exploitation can occur in all communities and amongst all social groups and can affect girls and boys. A significant number of children who are victims of sexual exploitation may have been victims of other forms of abuse and may go missing from home, care and education at some point.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

CSE is never the victim's fault. All children and young people have a right to be safe and should be protected

from harm. Early sharing of information is key to providing effective help where there are emerging problems. Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL but anyone can make a referral to SPA. If a child is considered to be in immediate danger the police should be contacted.

The School is aware that a child may not be able to recognise the coercive nature of the abuse and may not see themselves as a victim. Consequently, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other victim of abuse.

See also **Annex B in KCSIE** for further information including definitions and indicators of CSE.

18.3 Honour Based Abuse

So-called 'honour-based' abuse (**HBA**) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (**FGM**) forced marriage, and practices such as breast ironing.

All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies need to be alert to the possibility of a child being at risk of HBA, or already having suffered from HBA.

If Staff have a concern regarding HBA where a child might be at risk they should contact and inform the DSL.

Whilst growing up, a child may be taught that a set of behaviours are deemed to be honourable. If they display any dishonourable behaviours they may be abused by their family or members of their community as punishment.

18.4 Female Genital Mutilation

While the School is a boys' school, Staff may become aware of a family member of a pupil or a sibling being at risk of Female Genital Mutilation (**FGM**).

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. FGM is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

Teachers should follow normal safeguarding procedures and discuss their concerns with the DSL immediately. Teachers **must** personally report to the police where they discover that an act of FGM has been carried out. Those failing to report such cases will face disciplinary actions. If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

18.5 Preventing Radicalisation

The referral procedures set out in this policy also apply where there are concerns about children who have been drawn into terrorism. In accordance with the Department of Education statutory guidance *The Counter-Terrorism and Security Act 2015: Prevent Duty*, places a duty on specified authorities, including schools, to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent Duty').

The School recognises its duty to have due regard to the need to prevent pupils from being drawn into terrorism and adopts appropriate protocols to minimise the risk. The DSL is the Prevent Duty person responsible for coordinating action within the School and liaising with other agencies.

- Although the School assesses the risk to be low at present, the School will implement prevention measures such as restricting access to internet sites likely to promote terrorist and extremist materials, discussing these dangers with pupils when appropriate, and undertaking Prevent awareness staff training periodically to ensure that staff are able to identify pupils at risk and know how to intervene.
- The School will also assess and manage appropriately any risks posed by visiting speakers who will always be checked as suitable before being permitted to visit the School. The School will work in partnership with Kingston and Richmond Safeguarding Children Partnership over such matters.
- Protecting children from the risk of radicalisation should be seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.
- The DSL is the School's point of contact to oversee and coordinate the implementation of the School's Prevent duty. The DSL undertakes Prevent awareness training and is able to provide advice and support to other members of staff. The School will work with the Kingston and Richmond Safeguarding Children Partnership and make referrals, where appropriate, through the Channel programme contacts (see contacts page for DFE contact details).
- The School helps to protect children from extremist views in many of the same ways that they help to safeguard children from other dangers. This will be through staff training and helping children become aware through PSHE lessons.
- Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

Further information on preventing radicalisation and extremism, including examples of indicators of pupils who can be vulnerable to radicalisation, can be found in **Appendix 4** of this policy.

18.6 Children with Special Educational Needs and Disabilities (SEND)

Children with special educational needs and disabilities can face additional safeguarding challenges. Staff are aware of the children who have been identified as having a special educational need, as defined by the SEN code of practice 2014. They are supported in their teaching by the Special Educational Needs Coordinator (**SENCO**) who provides training for teaching staff and Individual Education Plans (**IEPs**) for

those with a diagnosed condition. Children with SEND may display characteristics in their behaviour, moods or injuries that may also be indicators of abuse and neglect. Any indicators of possible abuse are to be identified early to the DSL and deputy and not assumed to be related to a child's SEND.

Children with SEND can be disproportionately impacted by things like bullying and if a child has difficulties communicating with adults this can also prevent a child disclosing a concern.

Staff receive regular training from the SENCO. See **SEN and Learning Support** policy.

18.7 Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Pupils should know how to ask for help anonymously (via the Headmaster's blue confidential box located in Reception), the Let Me Know box in each classroom or through a trusted adult such as their class teacher. The PSHE and RHE programmes offer opportunities to explore emotions and share personal concerns knowing that their concerns will be treated seriously.

18.8 Serious Violence

Staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

18.9 Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection procedures and speaking to the DSL.

18.10 Domestic Abuse

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Operation Encompass: this is a system which ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) in school before the child or children arrive at school the following day.

18.11 Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/105 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment: this means 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (it has to be considered when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

Child Protection Procedures

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

Everyone who comes into contact with children and their families 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, the best interests of the child.

Children are clear what they want from an effective safeguarding system as described in *Working Together to Safeguard Children March*

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| <ul style="list-style-type: none">• Vigilance: to have adults notice when things are troubling them• Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon• Stability: to be able to develop an on-going stable relationship of trust with those helping them• Respect: to be treated with the expectation that they are competent rather than not• Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans• Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response• Support: to be provided with support in their own right as well as a member of their family• Advocacy: to be provided with advocacy to assist them in putting forward their views |
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It is important that a child at risk receives the right help at the right time, in order to address the risks and prevent matters escalating.

Effective safeguarding systems are those where:

- the pupil's needs are paramount;
- all Staff understand that the needs and wishes of each child should be put first so that every child receives the support they need before a problem escalates;
- all Staff are alert to a child's needs and the risks abusers may pose to children;
- all Staff share appropriate information in a timely way and discuss any concerns about an individual with colleagues and Kingston and Richmond Safeguarding Children Partnership;
- qualified and experienced professionals contribute to whatever outcomes are needed to safeguard and promote a child's welfare and take part in reviewing the outcomes for the child against specific plans.

Teachers and non-teaching staff working at The Mall School have a vital role to play in both the prevention and detection of abuse. Detection of abuse often depends in the first instance, on suspicion.

Staff are in a unique position to observe children's behaviour over time, and often develop close and trusting relationships with pupils. Staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in School, appears unusually distressed, confused or disturbed. It is important that all staff understand their responsibility to: identify, act on and refer the early signs of abuse and neglect, keep clear written records, listen to the view of the child, reassess concerns when situations do not improve, share information quickly and challenge inaction.

All staff at The Mall are expected to comply with statutory guidance *Working Together to Safeguard Children* unless exceptional circumstances arise.

1. What to do if you suspect a child is at risk of significant harm

If a member of Staff is concerned that a pupil may be suffering significant harm or is at risk of significant harm, the matter should be referred to the DSL, or deputy as soon as possible.

If there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately: 020 8547 5008. In an emergency dial 999 and request the appropriate emergency service.

Anyone can make such a referral.

If anyone other than the DSL makes the referral they should inform the DSL as soon as possible.

The Local Authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up the referral should that information not be forthcoming. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Use the record of concern form in **Appendix 7**

2. What to do if a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected or abused. They may feel ashamed, particularly if the abuse is sexual, they may feel worried or frightened about telling an adult, they may have lost all trust in adults or they may believe that it is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets or promise confidentiality.

Basic guidelines for dealing with disclosures

When a child discloses abuse:

- Stay calm and listen
- Go slowly
- Reassure them that they have not done anything wrong
- Be supportive
- Gather essential facts
- Tell them what will happen next
- Report
- Make notes

Stay calm

- An abused or neglected child or young person needs to know that you are available to help them
- Reactions of shock, outrage, or fear might make them feel more anxious or ashamed
- A calm response reassures that what has happened is not so bad and can be worked through

Go slowly

It is normal to feel inadequate or unsure about what to do or say when a child or young person tells you about their abuse.

- Gentle and open-ended questions such as: "Can you tell me more about what happened?", "You seem to be upset, is anything troubling you?", "Can you tell me more about that?"
- Avoid questions that begin with "why"

Be reassuring

- Reassure the child or young person that they have not done anything wrong
- Maintain eye contact, offer a glass of water or have tissues available
- Avoid questions that are usually associated with getting into trouble

Be supportive

Let the child or young person know:

- They are not in trouble
- They are safe with you
- You are glad that they have chosen to tell you about this
- They have done the right thing telling you about this
- You are sorry that they have been hurt or that this has happened to them
- You will do everything you can to make sure they are not hurt again
- You know others who can be trusted to help solve this problem

Get only the essential facts

- Be brief
- Limit your discussion to finding out generally what took place
- When you have sufficient information and reason to believe that abuse and/or neglect has occurred, gently stop gathering facts and be supportive
- Don't probe or investigate or ask leading questions
- Don't talk about yourself
- If the report includes an online element, be aware of searching screening and confiscation advice (schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child but to confiscate any device which they believe (with good reason) to have any such images stored on it, and pass the device immediately to the DSL.

Tell them what will happen next

- Don't make promises to the child about what may or may not happen next
- Provide only reassurance that is realistic and achievable

- Discuss with the child what you think will happen next and who will be involved

Report to the DSL or deputy

- Report disclosures of abuse or neglect immediately to the DSL for follow-up and referral
- Express your willingness to help the child through the steps which will follow, if appropriate

Make notes

- Make notes of all comments. Use the child's or young person's exact words where possible
- Save all drawings and artwork as this information may need to be shared with Children's Social Services and the police
- Include clear details and date it if there has been a disclosure about bruising
- Don't add your opinion or make a judgement in your report

NOTE: Disclosures relating to allegations against volunteers, colleagues and members of staff should be treated in the same way. This information must be passed immediately to the Headmaster who will ensure the appropriate procedures are followed, or in his absence, the Chair of Governors (unless that person is the subject of the concern). See Appendix 5 for procedures to follow in the event of an allegation against a member of staff or volunteer.

3. Taking action: advice for staff

Key points to remember for taking action:

- In an emergency take the action necessary to help the child and ring 999
- Report your concern to the DSL as soon as possible (unless there is an allegation against a member of staff)
- If the DSL is not available speak to the deputy or in their absence the most senior person in the school that day. If there is a risk of serious harm a referral should be made to CSC immediately
- Do not start your own investigation
- Do not discuss any issue with colleagues, friends or family
- Complete and submit the record of concern **Appendix 7** and include additional notes
- Seek support for yourself if you are feeling distressed

4. Reporting directly to child protection agencies

If a referral to CSC is appropriate, in most instances, it will be done by the DSL or the deputy. However, anyone can make a referral, and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should make a referral themselves.

- Contact the Single Point of Access (SPA) team at Richmond in the first instance for advice on how to refer. You may be referred to another Local Authority SPA team.
Ring: 020 8547 5008 Out of hours/weekends: 020 8770 5000
- The SPA team will require basic information from you such as your name, address and details of the child you have concerns about.
- This information is taken to help the specialist safeguarding team make enquiries and contact you again if necessary. Information you supply is done in the strictest of confidence and not disclosed to any party; including those connected to the child you have concerns about.
- Refer to the key contact sheet (on Page 3) for other useful numbers.

If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead, as soon as possible. The local authority should make a decision within one

working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

Other ways to report your concerns: Call the local specialist Police Child Abuse Investigation Team (CAIT) on 020 8 247 6331. NSPCC – for help if you are unsure whether to report your concerns. Call 0808 800 5000 to speak in confidence, or text anonymously to 88858.

5. Notifying parents

The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will normally make contact with the parent in the event of a concern, suspicion or disclosure. However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will be sought from CSC. If the allegation involves a member of Staff the parents should only be informed with the DO's consent. For the avoidance of doubt, referrals to CSC or DO do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

6. Action by the Designated Safeguarding Lead once a concern has been raised

Referrals will be carried out immediately by the DSL or in their absence by the deputy. The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will cooperate with the police and social services to ensure all relevant information is shared for the purposes of child protection investigations under section 47 of the *Children Act (1989)* in accordance with the requirements of *Working Together to Safeguard Children*.

On being notified of a complaint or suspicion of abuse, the action to be taken by the DSL will take into account:

- the local inter-agency procedures of the Kingston and Richmond Safeguarding Children Partnership;
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to children's social care and the police;
- the child's wishes or feelings; and
- duties of confidentiality, so far as applicable.

If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern

exists that a child may be at risk of significant harm, a referral to children's social care will be made without delay (and in any event within 24 hours).

If no response or acknowledgment is received within one working day, the DSL will contact the children's social care again.

The DSL will ensure a safeguarding file is opened and kept up-to-date.

In circumstances where a pupil has not suffered, and is not likely to suffer, significant harm but is in need of additional support from one or more agencies, the DSL will liaise with children's social care (for the borough in which the child resides) and where appropriate an inter-agency assessment will take place, including use of the Team around the Child/Family approach, as necessary.

Conversations between safeguarding designated persons at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Any relevant safeguarding information coming to light should be carefully logged.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

7. Children with harmful behaviour

There will be occasions when a child's behaviour requires a response under child protection procedures rather than anti-bullying procedures. All such instances must be reported to the DSL and will be dealt with in accordance with the procedures above. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm from another child the DSL will refer to external agencies including, as necessary, the police and CSC services in accordance with this policy.

The management of children and young people with harmful behaviour can be complex and the School will work with relevant agencies to maintain the safety of the School community. Children who display such behaviour may be victims of abuse themselves and child protection procedures will be followed for both victim and perpetrator. All children involved will be treated as being at risk.

The School may put in place a risk assessment and a School care plan so Staff are aware of the potential dangers if an individual displays difficult behaviour and a strategy is in place to protect the welfare of the child and surrounding children and Staff.

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice on the investigation and will take appropriate action to ensure the safety and welfare of all pupils involved.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that (subject to the advice of CSC) the pupils' parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, subject to satisfactory risk assessments, a guardian will be requested to provide support to the pupil.

8. Peer on Peer Abuse, including Bullying and Sexual Violence and Sexual Harassment

All Staff should be aware that safeguarding issues can often manifest themselves via peer on peer abuse. Research consistently finds that peer on peer abuse is experienced by young people aged 10 upwards, with those being abused generally being slightly younger than those who are abusing them. Peer on peer abuse is most likely to include, but is not limited to: physical abuse; emotional abuse; sexually harmful

behaviours; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); bullying (including cyber bullying); initiation or hazing-type violence and rituals; gender based violence; sexual assaults, upskirting; prejudiced behaviour; and teenage relationship abuse.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable distress and/or anxiety. Bullying behaviour can raise safeguarding concerns and, when it does so, procedures in this policy will be followed. The School is determined that no kind of bullying or peer on peer abuse will be tolerated by pupils, parents or staff at the School. Staff should always be clear that abuse is abuse and should never be passed off as 'banter', 'just having a laugh' or 'part of growing up'. While the school recognizes the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. Pupils can report their concerns to any member of staff or use the confidential information boxes found in the classroom and reception. Staff should recognize that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being recorded.

Please refer to The Mall School's **Anti-Bullying Policy** for further information which can be found on the School shared drive and website.

Staff will be made aware of the harm caused by bullying through anti-bullying training and of the harm caused by other types of peer on peer abuse through safeguarding training and will use the School's anti-bullying and safeguarding procedures where necessary. Pupils will be made aware of the harm caused by bullying and other forms of peer on peer abuse, and the procedures the school has in place to minimize the risk of peer on peer abuse, through PSHE (and RHE), form time and the assembly programme.

The School is committed to preventing peer on abuse and bullying by:

- providing a developmentally appropriate PSHE syllabus which develops boys' understanding of acceptable behaviour and keeping themselves safe;
- having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued; and,
- providing targeted support through our mentoring system for pupils identified as being a potential risk to other pupils.

Indicators that a child may be being abused or harmed by a peer overlap with other indicators of abuse, which can be found at Appendix 1 of this Safeguarding Policy, which also provides information about those of our pupils who are more likely to be particularly vulnerable to abuse of any kind.

The safeguarding team and the Senior Leadership Team, will take all necessary action to ensure victims, perpetrators and any other child(ren) affected by peer on peer abuse receive appropriate support through thorough investigation, appropriate disciplinary, remedial and/or preventative action, detailed record-keeping (in the Pastoral Log on the J:Drive) and regular review of any situation in which peer on peer abuse is suspected or known to have taken place, in accordance with procedures laid out in the Anti-bullying Policy; Behaviour, Rewards and Sanctions Policy; Risk Assessment Policy, and this policy. If there is a concern that a child is at risk of serious harm from bullying behaviour or peer on peer abuse, a referral will be made to CSC and/or the LADO and the School's Child Protection Procedures will be followed; the police will be informed in cases of serious harm and/or where a criminal offence is alleged or suspected.

The DSL and deputy DSL will follow the advice contained in Part 5 of KCSIE in cases where sexual violence and/or sexual harassment is suspected, reported or disclosed.

9. Peer on Peer Allegation

If there is a concern, the school will follow the guidance in KCSiE (2021) Part 5: Child on child sexual violence and sexual harassment: 'Responding to reports of sexual violence and sexual harassment'. Specifically, staff must report any concerns to the DSL immediately.

10. Sharing Information and Confidentiality

Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Early sharing of information is the key to providing effective early help where there are emerging problems. It is also essential for putting in place effective child protection services. 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.

All staff will understand that child protection issues necessitate a high level of confidentiality, not only out of respect for the child and staff involved, but also to ensure that information being released into the public domain does not compromise evidence.

Staff must not promise confidentiality to a pupil and will always act in the best interests of the child.

Staff should only discuss concerns with the DSL, deputy, Headmaster or Chair of Governors, depending on the subject of the concern. That person will then decide who else needs to have the information on a 'need to know' basis.

The School will cooperate with the police and the CSC to ensure that all relevant information is shared for the purposes of child protection investigations under Section 47 of the Children Act 1989 in accordance with the requirements of *Working Together to Safeguard Children*.

Record of concern forms and other information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

11. Safeguarding Complaints and Allegations

All complaints and concerns about staff and poor or unsafe practice will be considered carefully by the School and appropriate action will be taken.

The School's complaints procedure will normally be followed where a parent raises a concern about poor practice or wrongdoing by staff in the workplace. The complaints procedure is available to all parents and staff via the **Grievance** policy.

Every pupil should feel able to raise safeguarding concerns with a member of staff whom he feels he can trust. Staff who hear about concerns, suspicions or allegations from a pupil must relay the concerns immediately and appropriately to the relevant person - usually this will be the Assistant Head (Pastoral) (the DSL) or the SENCO (the deputy DSL), in accordance with the procedures outlined in Appendix 5.

The School has procedures for dealing with allegations against staff, Governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. Guidance is given to staff and

volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Handbook and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings.

The School policy '**Allegations of abuse made against teachers and other staff**' outlines how to manage cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity.

The policy relates to members of staff and volunteers who are currently working at The Mall regardless of whether the School is where the alleged abuse took place. Allegations against someone who is no longer volunteering or working at the school must be referred to the police.

(See **Appendix 5** for the policy on '**Allegations of abuse made against teachers and other staff**')

12. Whistleblowing

The School's separate **Whistleblowing Policy** sets out the procedures for reporting wrongdoing by staff in the workplace or failures to properly safeguard the welfare of pupils. It is important that all staff are aware of the procedures and that there is a culture in the School that enables safeguarding concerns to be raised.

Where a member of staff feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

The NSPCC whistleblowing helpline is available for this purpose. **0800 028 0285**

The line is available from 8.00am to 8.00pm Monday to Friday Email help@nspcc.org.uk

Appendix 1 Types and Signs of Abuse

Abuse is 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. They may be abused by an adult or adults or another child or children. Children may be abused in a family or in an institutional or community setting by those known to them, or, more rarely, by those unknown to them – ie on the internet.

Factors which may make a child particularly vulnerable to abuse include:

- is a young carer
- living in an identified domestic abuse situation
- asylum seekers
- affected by a parent/s with mental health problems or living in a chaotic, unsupportive home situation
- affected by known parental substance misuse
- living in temporary accommodation
- vulnerable to being bullied or engaging in bullying
- living away from home
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, disability, religion or sexuality
- do not have English as a first language
- live transient lifestyles
- vulnerable to extremism or radicalization
- involved directly or indirectly with child trafficking or prostitution
- children in care or who have returned home to their family from care
- at risk of female genital mutilation or forced marriage

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges (whether or not they have a statutory education, health and care plan). Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

Part one of *KCSIE 2021* describes the following types of abuse and neglect:

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

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

level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

Recognising Abuse

PHYSICAL Abuse

Physical signs to look out for:

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

Behavioural signs to look out for:

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

EMOTIONAL Abuse

Physical signs to look out for:

- A failure to grow or to thrive (particularly if the child thrives when away from home).
- Sudden speech disorders.

- Delayed development, either physical or emotional.

Behavioural signs to look out for:

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

SEXUAL Abuse

Physical signs to look out for:

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

Behavioural signs to look out for:

- Sudden or unexplained changes in behaviour.
- An apparent fear of someone.
- Running away from home.
- Nightmares or bed-wetting.
- Self-harm, self-mutilation or attempts at suicide.
- Abuse of drugs or other substances.
- Eating problems such as anorexia or bulimia.
- Sexualised behaviour or knowledge in young children.
- Sexual drawings or language.
- Possession of unexplained amounts of money.
- The child taking a parental role at home and functioning beyond their age level.
- The child not being allowed to have friends (particularly in adolescence).
- Alluding to secrets which they cannot reveal.
- Telling other children or adults about the abuse.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.

NEGLECT

Physical signs to look out for:

- Being constantly hungry and sometimes stealing food from others.
- Being in an unkempt state; frequently dirty or smelly.
- Loss of weight or being constantly underweight.

- Being dressed inappropriately for the weather conditions.
- Untreated medical conditions – not being taken for medical treatment for illnesses or injuries.

Behavioural signs to look out for:

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

Annex B of KCSIE (2021) contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read this annex which identifies the following specific safeguarding issues:

- Child abduction and community safety incidents;
- Children and the court system;
- Children with family members in prison;
- Modern slavery and the National Referral Mechanism;
- Cybercrime;
- Homelessness;
- Additional support.

Appendix 2: Roles and Responsibilities of the Designated Safeguarding Lead and Deputy

In accordance with **Annex C of Keeping Children Safe in Education 2021**, the broad areas of responsibility for the Designated Safeguarding Lead and Deputy are as follows:

A2.1 Managing referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases of suspected abuse that involve a staff member to the Local Authority Designated Deputy
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the police as required

A2.2 Work with Others

- Liaise with the Headmaster to inform him of safeguarding issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the case manager (as per Part 4 of KCSIE) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, welfare officer, IT technician and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a support, advice and expertise for staff
- Act as a point of contact with the safeguarding partners
- Liaise with the Mental Health Support Team where safeguarding concerns are linked to mental health
- Work with the Headmaster, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

A2.3 Training Requirements

The Designated Safeguarding Lead and Deputy should undergo regular training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL and deputy will undergo training at Level 3.

The DSL should undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, 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 statutory intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

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

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

A2.4 Raise Awareness

The Designated Safeguarding Lead should:

- Ensure the School's child protection policies are known, understood and used appropriately;
- Ensure the School's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
- Ensure the child protection policy is available publicly (through the School website) 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 Local Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school.

In addition to the above responsibilities set out in KCSIE, the DSL will:

- Ensure that all Staff have received the required training and have signed to indicate that they have read and understood this Policy; the Behaviour, Rewards and Sanctions policy; the Staff Handbook; and Part 1 of KCSIE, and Annex B (for school leaders and those who work directly with children); and that they know who the DSL and deputy are what are their responsibilities.
- Ensure that an accurate record of induction and refresher training is maintained.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.

A2.5 Child protection file

Where children leave the School ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit. A confirmation of receipt should be obtained.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be

appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

When a new pupil, who has a child protection file, joins the school, ensure key staff are aware, as required.

A2.6 Previously Looked After Children (Care Leavers)

Designated safeguarding leads should also have details of the local authority Personal Advisor appointed to guide and support any child who is a care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

A2.7 Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. While generally speaking the DSL or deputy would be expected to be available in person, in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

The DSL will ensure adequate and appropriate cover arrangements for any out of hours/out of term activities.

A2.8 Deputy DSLs

The deputy DSL will be trained to the same standard as the DSL. In the absence of the DSL, the functions of the DSL will be carried out by the deputy DSL. In this policy, reference to the DSL includes the deputy DSL where the DSL is unavailable

Job Description for the Designated Safeguarding Lead (DSL)	
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	
Summary of role	<ul style="list-style-type: none"> To take lead responsibility for all child protection matters arising at the school and to support all other staff in dealing with any child protection concerns that arise. To have the status and authority within the school to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children. Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact with.
Main duties and responsibilities	<p>Managing Referrals</p> <ul style="list-style-type: none"> To take the lead responsibility for: <ul style="list-style-type: none"> Making referrals to the Disclosure and Barring service (DBS) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child; Making referrals to the police where a crime may have been committed which involves a child <p>Working with others</p> <ul style="list-style-type: none"> To act as a point of contact with the three safeguarding partners. To liaise with the Head in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the school. To liaise with the Head or case manager and the DO on child protection matters which concern a staff member. To liaise with staff on matters of safety and safeguarding (including online and

	<p>digital safety) and when deciding whether to make a referral by liaising with the relevant agencies; and</p> <ul style="list-style-type: none"> • To act as a source of support, advice and expertise to all staff. <p>Raising awareness</p> <ul style="list-style-type: none"> • Ensure the School’s child protection policies are known, understood and used appropriately. • Ensure the School’s child protection policy is reviewed at least annually, and the procedures and implementation are updated and reviewed regularly, and to do so in conjunction with the governing body. • Ensure the child protection policy is available publicly. • Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children’s social care and the School’s role in this. • Maintain links with the safeguarding partners to ensure staff are aware of training opportunities and the local policies on safeguarding. <p>Preventing radicalization</p> <p>In accordance with the <i>Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism</i> (2015) (Prevent Duty) the DSL has the following responsibilities:</p> <ul style="list-style-type: none"> • Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty; • Co-ordinating Prevent Duty procedures in the School; • Undergoing appropriate training on the Prevent Duty such as the Home Office “Workshop to Raise Awareness of Prevent” (WRAP) training; • Undergoing appropriate training on the Channel programme; • Assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers; and keeping records of such training; • Monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty; and • Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated. <p>Child protection file</p> <ul style="list-style-type: none"> • Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and separately from the main pupil file, ensuring secure transit and confirmation of receipt. • In addition to providing the child protection file, to consider whether it is appropriate to share any information with the new school or college in advance of a child leaving. <p>Availability</p> <ul style="list-style-type: none"> • To always be available in term time during school hours for staff to discuss and safeguarding concerns. • In conjunction with the Head and/or Governing Body to make adequate and appropriate cover arrangements for out of hours/out of term activities.
Line management duties and responsibilities	<ul style="list-style-type: none"> • The Designated Safeguarding Lead will have line management responsibility for the Deputy Designated Safeguarding Lead
Training	<ul style="list-style-type: none"> • The Designated Lead should receive appropriate child protection training two years.

- The Designated Safeguarding Lead should undertake Prevent awareness training.
- The knowledge and skills of the Designated Safeguarding Lead should be refreshed at regular intervals to allow them to understand and keep up to date with developments to their role so they can:
 - Understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's care referral arrangements;
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part-time staff, volunteers, contractors and governors;
 - Be alert to the specific needs of children in need, those with special educational needs and young carers;
 - Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
 - Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
 - Be able to keep detailed, accurate, secure written records of concerns and referrals;
 - Understand and support the school or college with regards to the requirements off the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization;
 - Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
 - Can recognize the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalization and are confident they have the capability to support SEND children to stay safe online;
 - Obtain access to resources and attend any relevant or refresher training courses; and
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them

Appendix 3 Role and Responsibilities of the Governing Body

The School's Governing Body will ensure that it complies with all requirements outlined in **Part 2 of Keeping Children Safe in Education (2021)**.

The School's Governing Body:

- Ensures there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- Nominates one governor, currently Mr Owen Morris, as the child protection governor for the school ('board level lead') who will have oversight of child protection matters, will meet annually with the DSL, will visit the school to see if safeguarding checks are in place, will liaise with the local authority on issues of child protection and oversee the review of this policy and inspection of records in an annual safeguarding audit.
- Ensures there is an effective and statutorily compliant child protection policy and procedures in place with a staff behaviour policy (included in the Staff Handbook) which includes the acceptable use of technologies, staff/pupil relationships and communications, including the use of social media, and that these are provided to all staff (including as and where necessary temporary staff and volunteers based on a proportional risk based approach) on induction;
- Ensures safeguarding in the School is reviewed annually and a report is provided to the Governing Body on Safeguarding practice, recording the actions taken and enabling the GB to ensure compliance with current legislation and the requirements of statutory guidance for schools as set out in KCSIE (2021) and Working Together to Safeguard Children and identify areas for improvement;
- Ensures a DSL is in place who takes lead responsibility for safeguarding and child protection and this should be explicit in the role-holder's job description. The GB recognises the importance of the role of the DSL and deputy; supports them by ensuring they have the appropriate authority, time, funding, training and resources to fulfil the role and responsibilities outlined in Appendix 2;
- Ensures that the DSL and deputy receive refresher training (via e-bulletins, meeting other designated leads or reading safeguarding developments) at appropriate levels, as and when required (at least annually) and training needs to be updated every two years;
- Ensures the School operates an effective training strategy that ensures all staff members, including the Headmaster, receive safeguarding and child protection training with refresher training at appropriate levels, as and when required, (at least annually) in accordance with the Safeguarding Partnership guidance;
- Ensures all staff members undergo safeguarding and child protection training at induction. Training (including online safety) should be regularly updated, as and when required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively;
- Recognises its responsibility to ensure that Governors receive appropriate training and information, so that they are equipped with the knowledge and skills to fulfil their functions.
- Ensures that the School operates safer and effective recruitment policies that include the requirement for at least one member of a recruitment panel to have undertaken safer recruitment training and for appropriate checks to be made in line with national guidance
- Recognises that while the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not 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 safety of children;

- Recognises its responsibility to ensure children are taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum and PSHE;
- Recognises its responsibility to put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future.;
- Ensures that the School's safeguarding arrangements take into account the procedures and practice of the Local Authority inter-agency safeguarding procedures. This includes understanding and reflecting local protocols for assessment in accordance with their guidance.
- Ensures that the School's computer system has appropriate filters and that appropriate monitoring systems are in place but are mindful that overblocking does not lead to unreasonable restrictions to what children can be taught with regards to online teaching and safeguarding;
- Contributes to inter- agency working in line with statutory guidance *Working together to Safeguard Children 2018* through effective implementation of the child protection policy and procedures and good cooperation with local agencies, taking into account the safeguarding procedures set up by Kingston and Richmond Safeguarding Partnership to promote the welfare of children and young people. It co-ordinates safeguarding through each of the partnership's subgroups, as well as a number of specific safeguarding subgroups, to carry out its functions;
- Recognises that children with special educational needs and disabilities can face additional safeguarding challenges. The GB will ensure that the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children;
- Ensures that the School has appropriate procedures in place to keep looked after children safe. In particular, that appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him;
- Reports any serious incident that has resulted or could result in a significant loss of funds or a significant risk to the School's property, work, beneficiaries or reputation, to the Charity Commission immediately;
- Recognises its responsibility to ensure there are procedures in place to handle allegations against other children, against members of staff including allegations made against the Headmaster.

The Prevent Duty

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Schools must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Kingston and Richmond Safeguarding Children Partnership. Effective engagement with parents /the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and point them to the right support mechanisms. Schools should also discuss any concerns in relation to school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.
- Schools must ensure all visiting speakers are suitable and appropriately supervised.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Government has launched [educate against hate](#) a website designed to equip schools, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.

The Channel Programme

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Channel guidance for Staff is available at: Channel General Awareness. [Channel awareness](#)

If a staff member makes a referral to Channel. They may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

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

Vulnerability

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

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate?
- Is there evidence to suggest that they are accessing the internet for the purpose of extremist activity?
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Does the young person sympathise with, or support illegal/illicit groups e.g. in propaganda distribution, fundraising or attendance at meetings?
- Does the young person support groups with links to extremist activity but not illegal/illicit e.g. in propaganda distribution, fundraising or attendance at meetings?

Experiences, Behaviours and Influences

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

Travel

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

Social Factors

- Does the young person have experience of poverty, disadvantage, discrimination or social exclusion?

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

More critical risk factors could include:-

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

Appendix 5: Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Duties as an employer and an employee

This policy is taken from Keeping Children Safe in Education. It is concerned with managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including supply teachers, volunteers and contractors) at The Mall has met the harms threshold:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she may pose a risk of harm if they work regularly or closely with children.**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

Allegations or concerns that do not meet the harms threshold will be dealt with as 'low level concerns' (see Appendix

A "case manager" will lead any investigation. This will be either the headmaster, or, where the headmaster is the subject of an allegation, the chair of governors.

This policy relates to members of staff or volunteers who are currently working at The Mall regardless of whether the School is where the alleged abuse took place. Allegations against someone who is no longer working or volunteering should be referred to the police.

Who should you speak to?

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then:

- this should be referred to the headmaster;
- where there are concerns/allegations about the headmaster, this should be referred to the chair of governors;
- where there is a conflict of interest in reporting the matter to the headmaster, this should be reported directly to the local authority designated officer(s) (DOs).

Initial response to an allegation

Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.

There are two aspects to consider when an allegation is made:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care

- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The procedures for dealing with allegations need to be applied with common sense and judgement; deal with allegations quickly, fairly and consistently; and provide effective protection for the child and support the person subject to the allegation.

Some allegations will be so serious they require immediate intervention by children's social care services and/or police. The Local Authority Designated Officer (DO) should be informed of all allegations that come to the school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

Where the initial discussion leads to no further action, the case manager and the LADO should:

- record the decision and justification for it; and,
- agree on what information should be put in writing to the individual concerned and by whom.

Where further enquiries are required to enable a decision about how to proceed, the DO and case manager should discuss how and by whom the investigation will be undertaken.

The case manager should monitor the progress of cases to ensure that they are dealt with as quickly as possible in a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Wherever possible, the first review should take place no later than four weeks after the initial assessment. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the review meeting if the investigation continues. The DO will provide advice and guidance to schools and colleges when considering allegations against adults working with children. The DO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Supply teachers and all contracted staff

In some circumstances the school will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply because agencies will have their own policies and procedures; for example, supply teachers or contracted staff provided by an employment agency or business.

While the school is not the employer of supply teachers, it should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the DO to determine a suitable outcome.

Agencies should be fully involved and co-operate with any enquiries from the DO, police and/or children's social care.

Governors

If an allegation is made against a governor, the schools will follow the local procedures. Where an allegation is substantiated, the school will follow the procedures to consider removing them from office.

Suspension

Suspension should not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school, or until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. If in doubt, the case manager should seek views from the LADO, as well as the police and children's social care where they have been involved.

In cases where the School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school it will be necessary to immediately suspend that person from teaching pending the findings of the Teaching Regulation Agency investigation.

The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the DO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the School so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the School so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the DO. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the Chair of Governors. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the DO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the School's consideration of suspension.

Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

In the first instance, the Headmaster or Chair of Governors (the 'case manager') should immediately discuss the allegation with the DO. The purpose of an initial discussion is for the DO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

The DO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children.

There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the DO in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the DO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the DO what action should follow both in respect of the individual and those who made the initial allegation.

The case manager should inform the accused person about the allegation as soon as possible after consulting the DO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at The Mall or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step (see further information on suspension which follows).

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with Working Together to Safeguard Children. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the DO should discuss the next steps with the case manager. In those circumstances, the options open to the School depend on the nature and circumstances of the allegation and the evidence and information available.

This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the DO should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the School staff.

However, in other circumstances, such as lack of appropriate resource within the School, or the nature or complexity of the allegation, this will require an independent investigator provided either by the relevant local authority or recommended by a professional association.

Supporting those involved

The welfare of a child is paramount and this will be the prime concern in terms of investigating an allegation against a person in a position of trust. However, when an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject of the investigation, and potentially for their family members. It is important that an employer offers appropriate welfare support at such a time and recognises the sensitivity of the situation. Information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.

Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it.

However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence (in deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998).

Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002 (see below). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

Confidentiality and information sharing

In an allegations management meeting or during the initial assessment of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim. Where the police are involved, wherever possible the school should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer's disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delaying the conclusion of their investigation or any court case.

Children's social care should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

The school must make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public). In circumstances where schools need to make parents aware about an allegation, they should make parents and others aware that there are restrictions on publishing information.

In accordance with the Association of Chief Police Officers' (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted).

The case manager should take advice from the DO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

Allegation outcomes

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If the allegation is substantiated and the person is dismissed; resigns, or otherwise ceases to provide his or her services; or the employer ceases to use the person's services; the employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. In the case of a member of teaching staff, the case manager must consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

Following a criminal investigation or a prosecution

The police should inform the employer and DO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged.

In those circumstances the DO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. In the case of a member of teaching staff, the case manager must consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, 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.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the School.

In respect of malicious or unsubstantiated

If an allegation is determined to be unsubstantiated or malicious, the DO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the

Headmaster, in consultation with the Chair of Governors, should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Resignations and ‘settlement agreements’

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met. Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number

But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

Settlement or compromise agreements, by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person’s notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Record keeping

Details of allegations that are found to have been malicious should be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation; details of how the allegation was followed up and resolved; and a note of any action taken and decisions reached; is kept on the confidential personnel file of the accused; a copy provided to the person concerned, where agreed by children’s social care or the police; and, a declaration on whether the information will be referred to in any future reference.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention.

References

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference. Substantiated allegations should be included in references, provided that the information is factual and does not include opinions.

Appendix 6: Child Protection training

Name:

Date of Induction:

Name and designation of staff member responsible for induction:

- I confirm that I have read and understood the School's safeguarding policy and child protection procedures, the procedures to deal with Peer on Peer Abuse and the safeguarding response to children who go missing from education.
- I confirm that I have been provided with, have read and understand Part One of KCSIE (2021) and Annex B (for school leaders and those who work directly with children).
- I confirm that I have received and read the Staff Handbook including the section on staff behaviour (code of conduct) and whistleblowing.
- I confirm that I have been made aware of my duty to safeguard children and promote children's welfare
- I confirm that I know the identity and the role of the Designated Safeguarding Lead and Deputy and how to contact them
- I confirm I have received and read the the Behaviour, Rewards and Sanctions policy
- I must complete the online learning quiz provided by the School within two weeks of this induction
- I have received training on the School's safeguarding policy from Martyn Miller (DSL) or Debi Wright (deputy)

Signed:

Date:

DSL:

Child Protection Record of Concern form (*for use by any member of staff*)

Pupil's Name:	Date of Birth:	Class:
Date and Time of Incident:	Date and Time (of writing):	
Name of member of staff reporting concern:		
<p>Record the following factually: Why are you worried about this child? Make clear what fact is and what is opinion or hearsay.</p> <p>What has happened? (if recording a verbal disclosure by a child use their words) Where? When? (date and time of incident) Any witnesses?</p>		

What is the pupil's account/perspective?

Professional opinion where relevant.

Any other relevant information: previous concerns, injuries. Distinguish between fact and opinion.

What needs to happen? Note action that has already taken place, medical action, include names of anyone to whom your information was passed and when.

Signature:

Appendix 8 Low level concerns

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold set out in Appendix 5. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the DO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Staff code of conduct and safeguarding policies

The staff handbook and this policy sets out the school's expectations about appropriate behaviour between staff and pupils. All staff have a responsibility to share any low-level safeguarding concerns so the school can address unprofessional behaviour and support the individual to correct it at an early stage.

The school will endeavour to provide a responsive, sensitive and proportionate handling of such concerns.

Sharing low-level concerns

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to:

- the headmaster;
- where there are concerns/allegations about the headmaster, this should be referred to the chair of governors;
- where there is a conflict of interest in reporting the matter to the headmaster, this should be reported directly to the local authority designated officer(s) (DOs).

Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Recording low-level concerns

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO.

Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

References

The school will only provide substantiated safeguarding allegations in references. Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred to in a reference.

Responding to low-level concerns

If the concern has been raised via a third party, the headmaster will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. All of this will be recorded along with the rationale for their decisions and action taken.