

SAFEGUARDING AND CHILD PROTECTION POLICY & PROCEDURES

This policy is available on the policies page of the School Intranet and policies page of the School website.

Member of Staff Responsible	Head of Lower School
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Safeguarding and Child Protection Policy

I Introduction

Safeguarding and promoting the welfare of children is defined for statutory purposes as: protecting children from maltreatment; preventing impairment of children's mental as well as 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 outcomes.

The core safeguarding principles of Rokeby School, hereafter referred to as the 'School', are:

- It is the responsibility of the School to safeguard and promote the welfare of children.
- Children who are and feel safe make more successful learners.

Representatives of the school community of parents, staff and governors will be involved in policy development and review. The Safeguarding and Child Protection Policy will be reviewed annually by the Governing Body, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

This policy (which includes all sections and all of the appendices in this document) is one of a series in the School's safeguarding portfolio. This policy has been authorised by the Board of Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. It applies wherever staff or volunteers are working with children even where this is away from the School, for example at an activity centre or on an educational visit. This policy applies to all pupils at this school including those in Foundation Stage.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education (Independent School Standards) (England) Regulations 2014; and in line with government publications: Working Together to Safeguard Children 2018, Keeping Children Safe in Education (2021) (KCSIE) and the Kingston and Richmond Safeguarding Children Partnership procedures. Any deficiencies or weaknesses in the child protection arrangements will be remedied without delay.

This policy takes into account the school's local distinctiveness and contextual information.

In this policy, 'DSL' refers to the 'Designated Safeguarding Lead' also known as the 'Safeguarding Lead'.

2 Policy Statement, Principles and Aims

2.1 Policy Statement

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. 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, protection and justice.

2.2 Principles

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment so as to create an open environment where staff and children feel able to raise concerns, and where concerns will be listened to with a readiness to involve support services and other agencies as necessary.

The school will ensure that the welfare of children 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: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties.

All staff, including the Headmaster are responsible for safeguarding the welfare of children as part of their professional duties.

All staff 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 in need of support services or is at risk of significant harm; the full version of KCSIE is available to all staff via the staff shared area.

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.

The School is committed to operating safer recruitment procedures in compliance with relevant legislation and guidance and in accordance with the School's Staff Recruitment Policy; where staff from another organisation are working with children on another site, the School will have received written confirmation that appropriate child protection checks and procedures have been carried out on those staff.

All children and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance and statutory guidance in doing so.

The School will work with other agencies wherever such work is needed to ensure adequate arrangements to identify, assess and support those boys who are suffering significant harm or who may suffer significant harm without appropriate intervention. The School will work with Children's Social Care (CSC), the police, health and other services to promote the welfare of children and to protect them from harm. In situations where a child is not at risk of suffering **significant harm** but is instead in need of **additional support from one or more agencies (referred to as a child 'in need')**, the School will **work alongside external agencies** to ensure that the child gains appropriate **multi-agency services**.

Where requested to do so, the School will allow access for children's social care from the Local Authority 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 to supply information to Kingston and Richmond Safeguarding Children Partnership with any information that it requires in order for it to perform its functions.

2.3 Aims

- To provide all staff, including the DSL, the Headmaster, volunteers and Governors with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the school.
- To demonstrate the School's commitment with regard to safeguarding children.

3 Context

Section 87(1) of the Children Act 1989, Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014 require the proprietors of the School (The Governing Body) to have arrangements – which must have regard to any guidance issued by the Secretary of State - to safeguard and promote the welfare of children at the school. The latest statutory guidance and Government advice for practitioners covering this policy is contained in the documents Keeping Children Safe in Education (KCSIE) (2021), 'What to do if you're worried a child is being abused' (March 2015), Working Together to Safeguard Children (2018), Information Sharing (July 2018), Revised Prevent duty guidance: for England and Wales (April 2021), The Prevent duty (June 2015), Disqualification under the Childcare Act 2006 (August 2018) and The Use of Social Media for On-line Radicalisation (July 2015). The Kingston and Richmond Safeguarding Children Partnership also publish guidance and information for schools in our area. We are aware of the DfE advice and information contained in the documents Mental Health and Behaviour in Schools (November 2018) and Counselling in Schools: a blueprint for the future (February 2016).

The School and its staff form part of the wider safeguarding system for children. This system is described in Working Together to Safeguard Children 2018. 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 protect them from harm.

The School has a Designated Safeguarding Lead (DSL) (and nominated deputies), who are named in section 4 below. Their responsibilities are outlined in section 5.

4 Key Personnel and Contact Details

- 4.1 The DSL at Rokeby is Lucia Sanderson (Head of Lower School) - l.sanderson@rokeby.org.uk 07747 896558

The School's Prevent Lead is Lucia Sanderson - l.sanderson@rokeby.org.uk 07747 896558

The Deputy DSLs are:

- Kerry Bratt (Deputy Head - Pastoral) – k.bratt@rokeby.org.uk, 07932 662965
- Shane Carey (Head of Middle School) – s.carey@rokeby.org.uk, 07453806943
- Victoria Hayward (Head of Reception) - v.hayward@rokeby.org.uk, 07970773586
- Fleur Tattersall (Senior Teacher - Pastoral) - f.tattersall@rokeby.org.uk, 07866 525162
- Gemma Anderson (Deputy Head) - g.anderson@rokeby.org.uk, 07786371306

The Safeguarding Lead for Foundation Stage is Victoria Hayward - v.hayward@rokeby.org.uk, 07970773586

The Headmaster of Rokeby is Jason Peck - j.peck@rokeby.org.uk, 07557 271989

4.2 Child Protection Governor for the School

The nominated Child Protection Governor and Prevent Governor for the School is Mrs Coco Stevenson - c.stevenson@rokeby.org.uk, 07989 542669

4.3 Chair of Governors for the School

The Chair of Governors for the School is Deirdre Davidson - 07773 312942

4.4 Vice Chair of Governors for the School

The Vice Chair of Governors for the School is Janice Price - 07801 655987

5 Roles and responsibilities in Managing Safeguarding & Child Protection

5.1 All Staff

All staff, which includes the Headmaster, all Governors, teaching and support staff, including temporary staff and all volunteers who do not fall under visitor procedures, (hereafter 'staff') have a statutory responsibility to:

- Have read at least part one of the most updated version of Keeping Children Safe in Education and Annex B where applicable;
- Provide a safe environment in which children can learn;
- Be aware of systems, policies and procedures within the School which support safeguarding;
- Be aware of the signs of abuse, neglect and radicalisation 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;
- Work with the DSLs and, if required, to support social workers to take decisions about individual children;
- Attend appropriate safeguarding and child protection training on appointment and subsequent refresher training in accordance with Kingston and Richmond Safeguarding Children Partnership; and
- Make a direct referral to CSC immediately if, at any point, there is a risk of immediate serious harm.

5.2 Designated Safeguarding Leads

The broad areas of responsibility for the DSL (and DDSL) are as follows and taken from Annex C of KCSIE:

Managing referrals

- Refer all cases of suspected abuse to the local authority Children's Social Care (dependent upon where the child lives, this will be Kingston, Merton, Wandsworth, Sutton or another authority) and:

- the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- police (cases where a crime may have been committed) or Channel programme as necessary. (See National Police Chief's Council (NPPC) 'When To Call The Police' guidance document for schools and colleges.)
- Liaise with the Headmaster to inform him of safeguarding issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice, training and expertise to staff on matters of safety, online safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- And all other duties as outlined in KCSIE 2021.

Training requirements: DSL and DDSLs

The DSLs and DDSLs will receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of locally agreed procedures for child protection and inter-agency working, in particular how Kingston and Richmond Safeguarding Children Partnership conducts 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 Safeguarding and Child Protection Policy and procedures and the Code of Conduct, especially new and part time staff;
- Be alert to and support the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- 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.

Raising Awareness

The DSL will ensure the School's policies are known and used appropriately. She will:

- Ensure the School's Safeguarding and Child Protection Policy (and Code of Conduct) is reviewed and updated annually and whenever needed, so that it is kept up to date with safeguarding issues as they develop, including lessons learnt. The DSL will also ensure that procedures and implementation are updated and reviewed regularly, in light of changes in local procedures and national statutory requirements and guidance, and work with the Governing Body regarding this;
- Ensure that the COVID-19 Addendum Policy is updated and disseminated whilst the pandemic is current. Also, ensure that staff are aware of the safeguarding implications of Coronavirus such as mental health, online learning etc;
- Ensure the Safeguarding and Child Protection Policy is available publicly (through the School website) and parents are aware of the fact that referrals about suspected abuse, neglect or radicalisation must be made and the role of the School in this;

- Link with the Kingston and Richmond Safeguarding Children Partnership, to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- Where children leave the School, ensure their child protection file is copied for any new school as soon as possible and transferred separately from the main pupil file, (and that the child's social worker is informed if applicable). Information should be shared proactively with the new school to enable the new school to have support in place when a child arrives and to ensure that key staff, such as the DSL and SENCO, are aware of any needs.

In addition to the above responsibilities as 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 and the Code of Conduct (which includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with children) Part One of KCSIE and that they know who the DSL is;
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children are experiencing or have experienced with staff at school in order to support these children;
- Ensure that all staff are re-trained as and when required and that an accurate record of staff attendance of induction and refresher training is maintained;
- Ensure that all staff are trained with regard to all pertinent aspects of the Prevent Duty and that they are aware of school referral procedures regarding this area – see the school's separate Prevent Policy;
- Notify CSC if a child with a child protection plan is absent for more than two days without explanation;
- Ensure the DSL attends appropriate higher level training to support the Prevent strategy and is able to provide advice and support to other members of staff on protecting children from radicalisation;
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through Information and Communications Technology (ICT) (see ICT Acceptable Use Policy for Boys) , Personal, Social and Health Education (PSHEE), Relationships Education and/or Relationships and Sex Education (see Relationships Education & Relationships and Sex Education Policy);
- Ensure appropriate safeguarding responses are in place and are implemented to deal with children who go missing from the School, in particular any children who go missing on repeat occasions. Procedures in the event of a missing boy are covered in the Crisis Management Plan; and
- Understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.

5.3 DDSLs

The DDSLs have also undertaken child protection training and training in inter-agency working and will attend refresher training every two years. In the absence of the DSL, the functions of the DSL will be carried out by a DDSL. In this policy, reference to the DSL includes a DDSL where the DSL is unavailable.

5.4 Governing Body ('GB')

It is the GB's overall responsibility to ensure compliance with child protection statutory requirements. The GB takes seriously its responsibility to uphold the aims of the Rokeby

Educational Trust Limited charity and its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. The reporting of safeguarding practice at the School enables the GB to ensure compliance with current legislation and to identify areas for improvement. The GB recognises that close liaison with the local authorities is also vital in order that appropriate support and training can be given.

The GB will ensure that:

- There is an effective and statutorily compliant child protection policy and procedures in place, together with a staff Code of Conduct, and that these are provided to all staff (including temporary staff and volunteers) on induction;
- DSLs are appointed and that they have the appropriate authority and the time, funding, training, resources and support to fulfil the role and responsibilities as outlined above;
- They have approved the DSL's job description;
- The School 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; and
- The School's safeguarding operating procedures take into account the procedures and practice of the local authority as part of the multi-agency safeguarding arrangements set up by the Kingston and Richmond Safeguarding Children Partnership.

A member of the Governing Body is nominated by the full Governing Body to:

- Have oversight of child protection matters – Coco Stevenson;
- Liaise with the local authority and/or partner agencies on issues of child protection;
- Instigate the annual review of this policy and safeguarding procedures – The Safeguarding Audit – Chair of Governors, Deirdre Davidson; and
- Ensure that children are taught about safeguarding, including areas such as the risk of radicalisation (as appropriate), internet safety and the importance of disclosing any abusive treatment.

The GB will ensure that:

- The School has statutorily compliant procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headmaster (see part four of KCSIE 2021 and Appendix 2 of this document);
- The School also has procedures in place to handle allegations against other children;
- The School operates safer recruitment policies and procedures 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 (see part three of KCSIE 2021 and the School's Staff Recruitment policy);
- The School operates an effective training strategy that ensures all staff, including the Headmaster, receive child protection training, with refresher training at appropriate intervals in accordance with Kingston and Richmond Safeguarding Children Partnership guidance;
- The DSL and deputies receive refresher training at two-yearly intervals as a minimum;
- An annual review of safeguarding is instigated, carried out and approved and that the minutes of Governing Body meetings record in detail the relevant discussion and actions taken in carrying out and approving their annual review of safeguarding. This review takes the form of a detailed audit document which is then reported on to the GB. This process also includes a requirement for the Governor in charge to check

that the policy is known in practice and as such he/she interviews several members of staff;

- Where necessary, an appropriately trained and informed teacher will be nominated who has the skills, knowledge and understanding necessary to keep safe children who are looked after by a Local Authority;
- Appropriate safeguarding responses are in place to deal with children who go missing from the School (see missing boy procedure in CMP), in particular any children who go missing on repeat occasions; and
- 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 is reported to the Charity Commission immediately, including any suspicions, allegations or incidents of abuse or mistreatment of vulnerable beneficiaries. In particular, if:
 - There has been an incident where the beneficiaries have been or are being abused or mistreated while under the care of the School or by someone connected with the School such as a Governor, member of staff or volunteer;
 - There has been an incident where someone has been abused or mistreated and this is connected with the activities of the School; or
 - Allegations have been made that such an incident may have happened, regardless of when the alleged abuse or mistreatment took place there are grounds to suspect that such an incident may have occurred;

For guidance from the Charity Commission on 'How to report a serious incident in your charity' [click here](#).

5.5 The Headmaster

The Headmaster will:

- Ensure that the safeguarding and child protection policy and procedures adopted by the GB are implemented and followed by all staff;
- Allocate sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings;
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve the safeguarding and welfare of children is dealt with in accordance with the school's Whistle Blowing procedures (see Code of Conduct);
- Ensure that children's safety and welfare is addressed through the curriculum; and
- Receive the required child protection training and training in order to understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel and to deal with allegations made against members of staff and volunteers.

6 Safer Recruitment

The School is committed to safer recruitment and for implementing these practices. See the School's Staff Recruitment Policy for further details.

7 Good Practice Guidelines

To meet and maintain our responsibilities towards children, all members of the School community (Governors, staff as defined in 5.1 above, children and parents as appropriate) are expected to adhere to the following standards of good practice:

- Reading and understanding all of the School's safeguarding and guidance documents on wider safeguarding issues in addition to this policy, including: the Code of Conduct, Child-On-Child Abuse Policy, Anti-Bullying, Acceptable Use of ICT Policy, First Aid, Missing Child Procedure, Data Protection policies, SEN Policy, Whistleblowing Code and Low-Level Concerns Policy;
- Treating all children with respect;
- Setting a good example by conducting ourselves appropriately;
- Involving children in decision-making which affects them;
- Encouraging positive and safe behaviour among children;
- Being a good listener;
- Being alert to changes in children's behaviour - maintain an attitude of 'it could happen here' where safeguarding is concerned;
- Recognising that challenging behaviour may be an indicator of abuse;
- Asking the child's permission before doing anything for them which is of a physical nature (except where there is an urgent need to take action to protect them or to prevent them from harming others), such as assisting with dressing, physical support during PE or administering first aid;
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding and discouraging the use of inappropriate sexualised or derogatory language; and
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and/or abuse.

8 Abuse of Trust and Inappropriate Relationships

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

The School's Code of Conduct, separately sets out expectations of staff.

All staff are aware of the potential for a child's relationship with another child to be or become abusive and are alert to this possibility and the requirement for concerns of this nature to be referred under the procedures detailed in the School's Child-On-Child Abuse Policy.

9 Children who may be particularly vulnerable

Some children may be at increased risk of significant harm as a result of neglect and/or physical, sexual or emotional abuse. See Appendix I for details about the types and signs of abuse.

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- Disabled or have special educational needs
- Living in an identified domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Do not have English as a first language
- 'Looked After' Children (LACs) or children in care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.

Special consideration and attention includes monitoring through the pastoral systems of the School:

- The Form Tutors, Year Heads and fortnightly Year Group Meetings, Bullying Record and Child Protection file.
- The Form Tutors, Year Heads and Deputy Head and Head of Lower School monitor the welfare of children who may be particularly vulnerable. There is regular liaison with the DSL and the file for the individual child is updated as new information arises.
- Input and support through ELSA (Emotional Literacy Support Assistants)
- A nominated School Counsellor is involved to support the child and parent where this is deemed to be appropriate and the DSL liaises with CSC regarding involvement of outside support agencies.

It may also include, as necessary, the appointment of an appropriately informed teacher to promote the educational achievement of any child who is 'looked after' or who is otherwise considered in need of such support. Where a member of staff is placed in a position of working with a 'looked after' child, they will be provided with all necessary information, including: the child's status, up-to-date assessment information from the relevant Local Authority, the most recent care plan, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the DSL.

Mental Health

Schools play a vital role in detecting mental health problems and supporting good mental wellbeing. Mental health difficulties can lead to broader safeguarding concerns and can be an indicator of abuse, neglect or exploitation. Staff should be well placed to identify mental health problems. If they do have a mental health concern about a pupil it is also a safeguarding concern and they must follow the procedures in this policy and inform the DSL. The Pastoral Care and Welfare Policy Part 2 sets out how the school manages mental health concerns.

10 Complaints about staff

The School's complaints procedure will be followed where a parent raises a concern about poor practice or wrongdoing by staff in the workplace that does not involve the safeguarding and welfare of children. The complaints procedure is available to all parents and staff via the School Policies page of the school's website.

Complaints from staff involving wrongdoing in the workplace that does not involve the safeguarding and welfare of children are dealt with under the school's Whistleblowing, Disciplinary and Grievance procedures. The School's staff procedures are available via the Staff Handbook.

The procedure in Appendix 2 will apply if there is an allegation that a teacher or other member of staff or volunteer has:

- 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 would pose a risk of harm if they work regularly or closely with children. This includes behaviour such as perpetrating domestic abuse which could pose a transferable risk to children in the school setting (KCSIE 2021).

If the allegation is made against a supply teacher, contractor or other person not directly employed by the School, the organisation or agency of employment will be informed and fully involved in addition to following the procedures in this policy.

Allegations against former members of staff or volunteers who are no longer working at the School, or concerns or suspicions about applicants for positions at the School should be referred to the Headmaster, who will refer them to the LADO, or in an emergency or in cases of serious harm, directly to the police.

II Training

It is important that all staff (as defined in 5.1 above) have training to enable them to recognise the possible signs of abuse, neglect and radicalisation and to know what to do if they have a concern.

New staff will receive training and copies of key policies on appointment as part of their induction, overseen by the DSL, that includes:

- This policy and the Prevent Duty Policy
- The Child-On-Child Abuse Policy
- The identity of the DSL and DDSLs
- A copy of Part One of KCSIE and Annex B where applicable
- Behaviour, Conduct and Discipline Policy
- Anti-Bullying Policy
- Children Missing Education Policy
- The staff Code of Conduct
- Whistleblowing Policy
- Low-Level Concerns Policy
- Acceptable Use of ICT Policy – Staff
- Acceptable Use of ICT Policy – Pupils

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

Staff who do not have direct contact with children should be directed to read Annex A only as this is considered a sufficient and concise version of KCSIE.

All staff will receive child protection training that is updated regularly and at least every two years in accordance with the Kingston and Richmond Safeguarding Children Partnership guidance and following consultation with the Kingston and Richmond Safeguarding Children Partnership. Such training, when arranged, takes priority over all other commitments.

All staff will be trained to:

- Understand online safety
- Be aware of their role in the Early Help process
- Understand the process for making referrals to Children's Social Care
- Know what to do if a pupil tells them he is being abused, exploited or neglected
- Reassure victims that they are being taken seriously and that they will be supported and kept safe

There will also be informal safeguarding updates for staff. Safeguarding training updates will be provided at least annually.

The Governing Body is encouraged to take part in Safeguarding training.

All staff will receive appropriate Prevent awareness training in the form of the on-line general awareness training module [Home Office Prevent eLearning](#) or other appropriate training package. Prevent training will be in line with the recommendations set out by Kingston and Richmond Safeguarding Children Partnership and the school will follow the local guidelines/updates in this area. The additional support provided by the DfE in relation to the Prevent Duty, noted in Appendix B of KCSIE, will be accessed if needed. See the separate Prevent Duty Policy for more information on how the school fulfils its duty to prevent its pupils from being radicalised.

The DSLs and DDSs will receive training updated at least every two years, including training in inter-agency working, participation in child protection case conferences, supporting children in need, Prevent, record keeping, promoting a culture of listening to children and safer recruitment (see also 5.2 above), plus informal updates. Such training, when arranged, takes priority over all other commitments.

A register will be taken of attendees at each training seminar and training dates (and dates for future refresher training) logged by the DSL and regularly copied onto the Single Central Register.

All training will be carried out in accordance with and Richmond Safeguarding Children Partnership procedures and requirements.

All staff should feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve the safeguarding and welfare of children is dealt with in accordance with the School's whistleblowing procedures.

12 Health & Safety, Extended School Activities and Educational Visits

The School's Health & Safety and Educational Visits procedures are set out in separate documents, and reflect the consideration given to the protection of our children both physically within the School environment and away from the School when undertaking School trips and visits.

Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection Policy and procedures apply. Where other organisations provide services or activities on our site the member of the School's staff responsible for arranging the services or activities will check that the service or activity providers have appropriate procedures in place, including relevant risk assessments and safer recruitment procedures.

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 Educational Visits Policy when arranging and organising off-site trips. In particular, those responsible for organising exchange visits where children are accommodated by host families are required to check host families and get appropriate assurances from partner schools overseas.

13 Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Give parents the opportunity to opt out of photographs to be taken or published (for example, on our website or in newspapers or publications)
- Use only a child's first name with an image when photographs of children are published on the website or via social media, unless parents have consented for the child's full name to appear next to the image
- Ensure that children are appropriately dressed

From time to time professional photographers are invited into the School to take group photographs or pictures of significant events; any professional photographers hired by the School are accompanied at all times whilst on site.

Photographs, digital images or videos of boys may be taken by parents and family members, either on the School site or when children are involved in organised activities off site. Parents and family members are welcome to take photographs or videos of school events which may include images of other children. To respect the privacy of others and in some cases for protection purposes, these images should not be made publicly available on social networking sites or on other public areas of the internet. Parents should not take photographs of their son or other children in the swimming pool or changing rooms. If the behaviour of an adult capturing images seems unusual or the child appears to be worried by someone taking photographs of them, staff will act to challenge the adult (where they feel safe and confident to do so) and report the matter to the DSL as soon as possible, and in as much detail as possible, to allow the concern to be followed up. The police will be informed in cases of serious concern.

Staff and pupils are forbidden to use their own personal mobile devices to take images of children at school or on trips. See separate Staff Code of Conduct for details.

14 Pastoral and Safeguarding Education

The School promotes the welfare of children through the assembly programme, PSHEE curriculum, the ICT curriculum, school website and parents' forums. Children are given the information to avoid situations and persons, including over the internet and mobile technology,

which/who could lead them into harm. Children are taught about radicalisation and how to empower themselves and be resilient in year 7 and 8 PSHEE lessons. Children are also taught strategies regarding keeping safe online via PSHEE, ICT lessons and annual visits from Childnet. Road safety is also taught through the PSHEE curriculum. Year 8 visit the Sutton Life Centre to learn about using public transport and street safety. Year 6 are visited by a member of TfL regarding independent travel on public transport. The NSPCC visit years 4, 5 and 6 to educate them with regard to their right to be happy and safe and to teach them an awareness of how to get help and sources of help, including ChildLine.

Relationships Education and Relationships and Sex Education are taught in PSHEE and Science and satisfy the statutory recommendations in this curriculum area as stated in 'Relationships and sex education (RSE) and health education 2019 (updated in 2020 and 2021)'. See the School's separate Relationships Education & Relationships and Sex Education Policy.

15 Bullying

Bullying is a subset of abuse that can take different forms, including: physical, emotional, verbal, ostracism, homophobic and gender-related bullying and/or cyber bullying (which includes abusive messages posted online or sent by SMS or email or via other means using technology). The School is determined that no kind of bullying will be tolerated by the children, parents or staff at the School. For full details, see the school's Anti-Bullying Policy which can be found on the school website and will be followed in the case of alleged bullying. If there is a concern that a child is at risk of serious harm from bullying behaviour, the School's Child Protection Procedures will be followed; the police will be informed in cases of serious harm.

16 E-Safety

Our children will use mobile devices and computers at various times. They are important tools for communication and education as well as for recreation and socialising. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails (cyber-bullying), to enticing children to engage in radicalisation based activities, sexually harmful conversations, webcam photography or face-to-face meetings.

The School helps its pupils to stay safe online by educating them about content, contact, conduct and commerce ('the four Cs'). The children receive guidance on safe use of the internet (including anti-bullying and radicalisation) through the ICT and PSHEE curricula and also, occasionally, through assemblies.

The school recognises that many children have unlimited and unrestricted access to the internet via mobile phone networks personal phones, which could be used to sexually harass peers, share indecent images and view and share illegal, inappropriate or harmful content. The school manages this risk by:

- i) only allowing older boys to bring in phones if they partake in independent travel and
- ii) enforcing the rule that all boys must hand in their personal phones to the office during the school day. See the School's Student Mobile Phone Policy, which makes clear the acceptable use of mobile phones by children during the school day.

Cyber-bullying by children, via texts, 'sexting' (youth produced sexual imagery), direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through our Anti-Bullying Policy and procedures. See also the School's ICT Acceptable Use Policy for Boys.

Chat rooms and social networking sites can be sources of risk of inappropriate and harmful interaction in the digital arena. Some boys will undoubtedly be 'chatting' on mobile or social networking sites at home. The School runs boys and parents seminars to help them understand the possible risks and advise on what to do if concerned.

The school also educates boys on cyber-security to make them less vulnerable to commerce risks online, such as phishing and financial scams.

The school's Code of Conduct and Acceptable Use of ICT Policy - Staff explain the responsibilities of staff in relation to keeping children safe in school.

17 Secure premises

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

Visitors' book: The School keeps a visitors' book at Reception. All visitors must sign in on arrival and sign out on departure and are handed over to the person responsible for their visit. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises. The reverse of the badge contains relevant safeguarding information for visitors and fire procedure information.

The school will ensure that any visiting speakers invited by staff or by the pupils are suitable and appropriately supervised. Speakers should not be left alone with pupils and the school will take suitable action to ensure that they are appropriate for the audience e.g. references will be obtained.

18 Monitoring and review

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.

In addition, the DSL will ensure that this policy is reviewed annually and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

The Governors will undertake an annual review of this policy and its procedures including good cooperation with local agencies and of the efficiency with which the relevant duties have been discharged. The annual review and any changes to the policy will be signed off by the GB at a full meeting, where the review will be discussed and discussion minuted.

Child Protection Procedures

It is important that a child at risk or in need receives the right help at the right time to address risks and prevent issues escalating. It is therefore 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 views of the child; reassess concerns when situations do not improve; share information quickly and challenge inaction. **Early help** is imperative and in our school this means discussing concerns with the DSL in order for a child to access help at an early stage.

1 Recognising abuse

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

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

Abuse and neglect are forms of maltreatment. Somebody (adult or child) 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 home alone. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in part one of KCSIE 2021 and reproduced in Appendix I.

Any safeguarding **concern** (however minor) should be discussed with the DSL as soon as it arises. The DSL will decide on the course of action to be taken. If the child is deemed to be in **immediate danger**, the actions laid out in section 3 – page 20 will commence.

There can be additional barriers when recognising abuse and neglect of children with SEND. These barriers include:

- Assuming that indicators of possible abuse such as behaviour, mood and injury are due to the child's condition
- SEND children being more vulnerable to bullying and being isolated by their peers
- SEND pupils being disproportionately affected by behaviours such as bullying without showing any outward signs
- Communication difficulties in managing and reporting these challenges

2 Specific safeguarding issues

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

Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues. For example, the NSPCC offers information for schools on the TES website and also at [NSPCC information](#). Staff can also access broad government guidance on the issues listed below via the GOV.UK website:

child sexual exploitation (CSE)	gangs and youth violence
bullying including cyberbullying	trafficking
domestic violence	mental health
drugs	private fostering
fabricated or induced illness	radicalisation
faith abuse	sexting
forced marriage	female genital mutilation (FGM)

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

If a member of staff is concerned that a child may be suffering significant harm or is at risk of significant and immediate danger, the matter should be referred to the DSL, or deputy in the DSL's absence, 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, or in an emergency, dial 999 and request the appropriate emergency service. Anyone can make such a referral.

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their art or written work could be concerning or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Record these early concerns and pass it to the DSL immediately in person and follow up in writing. If the child does begin to reveal that they are being harmed or is at risk of significant harm you should follow the advice in section 4 below: 'If a child discloses information to you'.

4 If a child discloses information to you

A child may disclose safeguarding information directly to a staff member or via a pastoral system, eg a worry box or the SOS box.

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

If a 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**. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

In the event of a child disclosing child-on-child abuse, the advice for staff is the same as that stated here with the following additional advice: in the event of an inappropriate or illegal image of a child being presented, staff should avoid viewing it beyond what is immediately necessary and should not forward such images onto others.

During your conversation with the child:

- Allow them to speak freely.
- Listen carefully, be patient and focus on what you are being told.
- Remain calm, try not to express your own views and do not over-react – the child may stop talking if they feel they are upsetting or shocking you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Say you will take them seriously.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative or leading questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.
- Follow the procedure outlined in section 5 below, Taking action: advice for staff
- Write up your conversation as soon as possible and hand it to the DSL.
- Seek support if you feel distressed.

5 Taking action: advice for staff

Key points to remember for taking action are:

- act immediately if you need to report or respond to a concern;
- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL as soon as possible, unless it involves an allegation against a member of staff or volunteer in which case the procedures in Appendix 2 should be followed;
- if the DSL is not available, ensure the information is shared with the deputy DSL (or in their absence, with the most senior person in the school) that day. If there is a risk of immediate serious harm to a child and it is not possible to report the matter in accordance with this procedure, a referral should be made to children's social care immediately. See section 6 below;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- ensure the DSL receives your concerns in writing as soon as possible;
- seek support for yourself if you are distressed.

6 Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined above. However, they may also share information directly with CSC, police or the NSPCC if: the situation is an emergency and the DSL, their deputy, the Headmaster or the chair of governors are all unavailable or if they are convinced that a direct report is the only way to ensure the child's safety.

If, at any point, there is a risk of immediate serious harm to a child, and you are unable to share the information with the DSL or a deputy DSL or the most senior person in the School you can find to help you, a referral should be made to CSC immediately. Anybody can make a referral.

Under these circumstances, you (or, if necessary, the most senior person in the school that you can find to help you) should contact the Single Point of Access team at Kingston in the first instance for advice on how to refer (you may be referred to another Local Authority SPA team): 020 8547 5008 (020 8770 5000 for out of hours / weekends).

The SPA team will require basic information from you such as:

- Your name
- Address
- Details of the child that 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 held in the strictest of confidence and not disclosed to any party; including those connected to the child you have concerns about.

Other ways to report your concerns:

- NSPCC helpline – for help if you are unsure whether to report your concerns. Call 0808 800 5000 to speak in confidence, or text anonymously to 88858.
- The NSPCC Whistleblowing helpline is 0800 028 0285. It offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

7 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 make contact with the parent in the event of a concern, suspicion of radicalisation or disclosure.

However, if the School believes that there are reasonable grounds to believe that a child is at risk of significant harm or that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from CSC (Children's Social Care). This is also subject to advice from the LADO (Local Authority Designated Officer) if the allegation involves a member of staff.

For the avoidance of doubt, referrals to CSC and other statutory agencies 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.

8 Action by the DSL - referral to CSC

It is possible that some concerns raised with the DSL will not require a referral; instead pastoral support or Early Help could be appropriate. However, the DSL (or in their absence, a DDSL) will make a referral to CSC immediately if it is believed that a child has suffered or is at risk of suffering significant harm.

In situations where a child is not at risk of suffering significant harm but is instead in need of additional support from one or more agencies (referred to as a 'child in need'), the DSL will still liaise with CSC in accordance with local inter-agency procedures and, depending on their advice, will complete a Common Assessment Framework (CAF) form or engage with any other approach offered by CSC (e.g. 'Team around the Child') to ensure assessment/referral of the child and/or his parents for appropriate social care services.

Many School children are resident in other boroughs; in these cases a CAF form or details of other local approaches (e.g. 'Team around the Child') will be obtained by contacting local children's services team for the borough of residence.

If there is room for doubt as to whether a referral should be made, the DSL will consult with CSC 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 CSC will be made without delay.

In the case of pupils identified as being at risk of radicalisation the school will consider the level of risk to identify the most appropriate referral, which could include Channel or CSC.

If the initial referral is made by telephone, the DSL will confirm the referral in writing to the CSC within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the CSC again.

Referrals following an allegation against a member of staff or volunteer will be dealt with in accordance with the procedures set out in Appendix 2.

9 Children with harmful behaviour – Child-On-Child Abuse Procedures

Children may be harmed by other children or young people – '**child-on-child abuse**'. Please see the School's Child-On-Child Abuse Policy for information on our approach to ensure the prevention, early identification and appropriate management of child-on-child abuse.

10 Children who run away or go missing

A child going missing from school or home is a potential indicator of abuse or neglect. All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any child missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the child for being missing. The term "missing children" also refers to children going missing from education and those absent from school on repeat occasions. Staff vigilance in spotting and recording these incidents is essential.

Please see the School's separate Crisis Management Plan and Missing Child Policy and Attendance and Missing In Education Policy for further details regarding a child who goes missing.

11 Confidentiality and sharing information

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

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

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

The School will co-operate with police and 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 (2018).

Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and CSC to agree the information that should be disclosed and to whom. The reporting restrictions applicable to such matters will be observed.

Written information regarding concerns is only made available to relevant individuals.

The school should ensure that staff have the training and confidence to know how and to whom they can share sensitive safeguarding information when dealing with a safeguarding concern. This toolkit is useful:

DfE – Data Protection Took Kit for Schools - [click here](#)

12 Related safeguarding policies and procedures (for reference)

The following documents are available via the Staff Shared Area.

- Safeguarding & Child Protection Policy
- Child-On-Child Abuse Policy
- Anti-Bullying Policy
- Behaviour, Conduct and Discipline Policy
- Code of Conduct
- Parental Complaints Policy
- Data protection Policy
- First Aid Policy
- Staff Recruitment Policy
- Acceptable Use of ICT Policy – Staff
- Acceptable Use of ICT Policy – Pupils
- Keeping Children Safe in Education
- Crisis Management Plan
- Whistleblowing Policy
- Special Educational Needs
- The Prevent Duty

13 Key service and professional contacts

**Kingston: Single Point of Access (SPA) Team
(Kingston Initial Response Team)** 020 8547 5008
Out of hours / weekends duty social
worker: 020 8770 5000

**Local Authority Designated Officer (Kingston
LADO)** 07774 332675

DSL and Prevent Lead Lucia Sanderson
Deputy DSL and Deputy Prevent Leads Kerry Bratt, Shane Carey, Victoria
Hayward, Fleur Tattersall, Gemma
Anderson

Safeguarding and Prevent Governor Coco Stevenson

Local Safeguarding Children Partnerships

Kingston and Richmond SG Children Partnership: Tel: 07834 386459

Merton SG Children Partnership: Tel: 020 8545 4226 (out of hours
020 8770 5000)

Wandsworth SG Children Partnership: Tel: 020 8871 6622 (out of hours
020 8871 6000)

Sutton SG Children Partnership: Tel: 020 8770 6001 (out of hours
020 8770 5000)

DfE Counter Extremism Helpline 020 7340 7264

NSPCC 0808 800 5000
TEXT 88858

Appendix I

Types and signs of abuse

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure they may speak with the DSL or deputy or with CSC. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Female Genital Mutilation (FGM)

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. Although Rokeby is a boys' school, staff must be aware that FGM may be carried out on female siblings/other family members and staff should be vigilant and report any suspicions that this may have occurred to the DSL. It is legally mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. This should be discussed with the school's DSL and involve CSC as appropriate.

Honour Based Violence and Forced Marriage

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to.

Staff should be aware that both of these sub-categories are ones which, although unlikely to affect the boys with Rokeby directly, may be relevant in terms of wider family circles and staff should be ready and prepared to report any concerns pertaining to these areas.

Emotional abuse

Emotional abuse is 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

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

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

KCSIE also recognises the following as specific safeguarding issues:

Child abduction and community safety incidents

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

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

Child sexual exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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 – it can be entirely online. 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.

Child Criminal Exploitation (CCE): County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;

- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Both CSE and CCE are forms of abuse and staff should be vigilant in terms of looking for signs of such, especially in the older year groups at Rokeby.

Children and the court system

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

Making child arrangements via the family courts following separation can be stressful for children (as well as their parents) and entrench conflict in families.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. The information can be accessed [here](#).

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It includes crimes that can happen off-line but are enabled at scale and at speed on-line and crimes that can be committed only by using a computer such as unauthorised access to computers (illegal 'hacking'), or making, supplying or obtaining malware (malicious software).

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme - a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing.

Domestic Violence

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. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[Click here for NSPCC guidance](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (or any deputies) concerns with the Local Housing Authority at the earliest opportunity. If a child has been harmed or is at risk of harm, a referral into children's social care will still be made.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Modern slavery and the National Referral Mechanism

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

Radicalisation

Please see the school's separate Prevent policy. There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes

- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views

If staff are concerned that a child is displaying one or more of the above indicators, they should discuss the matter with the DSL immediately.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

Remember, it is your responsibility to report your concerns early on. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become uninterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

Missing Children

A child going missing from school or home is a potential indicator of abuse or neglect. All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any child

missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the child for being missing.

The term “missing children” also refers to children going missing from education and those absent from school on repeat occasions or who leave the education system (see Attendance Policy and Children Missing Education policy and Missing Child Policy and Procedures). Staff vigilance in spotting and recording these incidents is essential.

Appendix 2 Procedure to be followed in the event of an allegation against a member of staff or volunteer of abuse

The DFE has issued statutory guidance which all schools and local authorities must follow when a potential child protection allegation is made against a member of staff. The guidance is contained within the document: Keeping Children Safe in Education (2021). It is expected that all staff and Governors involved in the management of allegations of abuse made against a member of staff or volunteer will comply at all times with statutory guidance.

I The School's procedures

The School's procedures for dealing with allegations made against staff or volunteers or supply teacher will be used where the member of staff or volunteer is alleged to have met one or more of these criteria for a referral:

- 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 would pose a risk of harm if they work regularly or closely with children.

This procedure relates to members of staff who are currently working in the School regardless of whether the School is where the abuse is alleged to have taken place. Allegations against former members of staff or volunteers who are no longer working at the School will be referred to the LADO, or, in an emergency to the police.

If an allegation is made against a member of staff or volunteer, the School's priority will be to achieve a resolution of that allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation. All such allegations must be dealt with as a priority without delay. The Headmaster or Chair of Governors will inform the LADO and await advice from the LADO before taking any internal action.

The following definitions are to be used when determining the outcome of allegation investigations, all of which would be conducted under the lead of the LADO:

- (a) Substantiated: there is sufficient evidence to prove the allegation;
- (b) False: there is sufficient evidence to disprove the allegation;
- (c) Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- (d) Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

2 Reporting an allegation against staff, supply teachers or volunteers

All allegations, complaints, concerns or suspicions against staff or volunteers at Rokeby, including any made against the DSL, or DDSL, should be reported directly to the **Headmaster**, or in his absence to the **Chair of Governors**, unless that person is the subject of the concern. If there is a conflict of interest in reporting the matter to the Headmaster, it should be reported directly to the LADO.

All allegations, complaints, concerns or suspicions about the Headmaster should be reported to the **Chair of Governors** (or in her absence, the Vice Chair).

All allegations, complaints, concerns or suspicions about the Chair of Governors should be reported to the LADO without the Chair of Governors being informed. The LADO may choose to appoint a 'case manager'.

The Headmaster or Chair of Governors (or Vice Chair), as appropriate, (the 'case manager') will inform the LADO based on the established statutory criteria for such a referral (see above). The case manager will also inform the DSL, or, if the DSL is the subject of the allegation, the DDSL (in accordance with KCSIE 2021, part one, paragraph 17). If the Chair of Governors (or Vice Chair) has contacted the LADO with allegations, complaints, concerns or suspicions about the Headmaster, the Headmaster will not be informed of this referral. The school will not investigate any allegations, complaints, concerns or suspicions against staff, the Headmaster or the Chair of Governors before making a referral to the LADO.

The LADO will be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria and the LADO may consult the police and children's services as appropriate. In borderline cases, or where there is room for doubt as to whether to make a referral, the case manager will still consult the LADO informally for advice before any investigation takes place and within one working day. The LADO 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.

The LADO's contact details can be found in section 13 of the Child Protection Procedures.

The case manager will not undertake an investigation of allegations without prior consultation with the LADO so as not to jeopardise statutory investigations. Borderline cases will be discussed informally with the LADO without naming the school or individual until the LADO has advised whether a referral is required. If any allegations do not meet the criteria, the School will operate safeguarding procedures in accordance with the Kingston and Richmond Safeguarding Partnership's safeguarding arrangements. All such cases will be handled within the School without delay. All discussions with the LADO will be recorded in writing.

In a strategy discussion or the initial evaluation of the case, the case manager should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim(s).

The initial sharing of information and evaluation by the appropriate agencies 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 LADO, 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 LADO what action should follow both in respect of the individual and those who made the initial allegation.

3 Disclosure of information

The case manager will inform the accused person as soon as possible after consulting the LADO and will provide as much information as possible at that time.

The Parents or carers of the child(ren) involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case and 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.

Where the LADO advises that a strategy discussion is needed, or police or CSC services need to be involved, the case manager will not speak to the accused person or the parents or carers until those agencies have consulted and have agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed and, where necessary, parents and carers will be made aware of the prohibition on reporting or publishing allegations about teachers. If parents or carers express a wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

The case manager should take advice from the LADO, 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; and
- 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.

As a school we must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply to the point where the accused person is charged with an offence or the DfE publish information about an investigation or decision in a disciplinary case.

Where the police are involved, wherever possible the case manager will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

4 Action to be taken against the accused

The School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support. He/she will also be given access to welfare counselling and medical advice.

The case manager will appoint a named representative to keep the member of staff informed of the progress of the case and to consider what other support might be appropriate. If the member of staff is suspended he/she will also be kept up to date with current work-related issues. In the case of an allegation against a supply teacher, the school should inform the supply agency who should be fully involved with the LADO's enquiries.

Where an investigation by the police or CSC is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the Kingston and Richmond Safeguarding Partnership.

5 Suspension

Suspension will not be an automatic response to an allegation and will only be considered in a case where:

- (a) there is cause to suspect a child or other children at the School is or are at risk of significant harm or
- (b) the allegation is so serious that it might be grounds for dismissal.

All options to suspension will be considered before taking that step. Consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The School will give due weight to the views of the LADO when making a decision about suspension.

A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided. 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.

6 Criminal proceedings

The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

7 Return to work

If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child(ren) who made the allegation.

8 DBS and TRA Referrals and Ceasing to use staff

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, or if they would have been removed for this reason, a settlement/compromise agreement must not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met – see above – as per the guidance published by the DBS. Failure to do so constitutes a **criminal offence**.

If the accused person resigns or ceases to provide his / her services, this will not prevent child protection allegations being followed up in accordance with this policy and the statutory guidance. A referral to the Disclosure and Barring Service (DBS) will be made as soon as possible, if the criteria are met – see above – as per the guidance published by the DBS.

Staff should be aware that the DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.

Where a teacher is dismissed (or would have been dismissed had he/she not resigned) for misconduct, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership (TRA) should be made, as per the flow chart that appears in the guidance published by the TRA. For information, the reasons for the TRA to consider whether a prohibition order might be appropriate are: ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’ or a ‘conviction, at any time, for a relevant offence’.

Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

The School also requires staff working in a relevant setting (early years provision and later years (up to age 8) provision which constitutes after school and before school childcare) to complete a self-declaration form which seeks to establish if they are disqualified to work with children, i.e. if they are found to have committed an offence which is included in the 2009 Regulations (a ‘relevant offence’) this includes (a) being convicted of a relevant offence or (b) on or after 6 April 2007, being given a caution, reprimand or warning for a relevant offence (a list of which is provided by the school).

9 Timescales

All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Headmaster should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, as far as possible it should be held within 15 working days.

10 Unsubstantiated, false or malicious allegations

Where an allegation by a child is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a child or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

11 Record keeping and references

Details of all allegations found to be malicious will be removed from personnel records.

A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, and a note of any actions taken and decisions reached will be kept on the confidential personnel file and will be retained until the accused has reached normal retirement age or for a period of 10 years if that is longer. However, where an issue or concern relating to a member of staff and the safeguarding of children has been identified, records of any concerns, suspicions or investigations will be kept for 75 years. Such records 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 will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The School will provide information regarding a substantiated allegation for the purposes of future references and DBS disclosures in accordance with the School's safer recruitment procedures. In cases where allegations are found to be malicious or unsubstantiated, reference will not be made in employer references.

12 Learning lessons

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

Appendix 3 Confirmation of receipt of Safeguarding Policies and Training, Part One of KCSIE & Code of Conduct, DSL details

Name: _____

Date of joining School: ____ / ____ / ____ Date of induction: ____ / ____ / ____

Name of designation of staff member responsible for induction: _____

- I confirm that I have received, read and understand the School's Safeguarding and Child Protection Policy, including the procedure for reporting concerns about a child, and the Staff Code of Conduct.
- I confirm that I have read and understand part one of Keeping Children Safe in Education.
- I confirm that I have been made aware of my duty to safeguard and promote children's welfare (see below).
- I confirm that I know the identity of the Designated Safeguarding Lead and deputy and how to contact them.

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for children. All school staff should:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each child as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of significant harm
- encourage all children to reach their full potential
- never condone inappropriate behaviour by children or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Signature: _____

Date: ____ / ____ / ____

Please sign and return this form to the Designated Safeguarding Lead:

DSL Signature: _____ Date: ____ / ____ / ____

THIS FORM MUST BE RETURNED TO THE DSL.

Appendix 4: Rokeby Safeguarding Children Policy in regard to the EYFS setting

Over and above the Rokeby Safeguarding Children Policy, within the EYFS setting we ensure the rights and safety of every child and we aim to give each child the very best start to their school life.

If you are worried about a child within the EYFS setting please share your concerns with the Head of EYFS, Victoria Hayward

Child Protection Guidelines

Staff Qualifications

All staff in the EYFS setting must hold at least a full and relevant level 2 child care qualification. All members of the Foundation Stage team should also hold a level 2 qualification in both literacy and maths.

All newly qualified entrants to the early years team with full and relevant level 2 and/or level 3 qualifications must hold a PFA (paediatric first aid) certificate before they can be included in the statutory staff:child ratios in our early years setting.

All staff are supported in undertaking appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer for children.

Supervision

Supervision meetings now go under the heading of 'Line manager meetings' are held on a termly basis with all members of the foundation team. The concept of 'supervision' is a way for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. The line manager meetings are held on an individual meetings between the manager and each staff member, including teaching assistants, in order to support their role as key persons working with children and their families. The frequency of meetings can be changed according to the needs of the families and the staff member supporting them, but will usually be held termly. This is in addition to regular staff appraisals and other opportunities for staff training.

The EYFS team also hold a weekly 'Boys Forum' meeting. This gives team members the opportunity to discuss the development of the boys, key achievements and areas for concern.

All staff working in the Early Years will receive induction training and will be fully briefed in relation to the school settings, policies, curriculum and daily practice. Staff induction includes a requirement for all staff to familiarise themselves with the Foundation Stage policy, Child Protection procedures and the Rokeby Safeguarding policy.

Induction training for will include:

1. help in understanding roles and responsibilities;
2. information about emergency evacuation procedures;
3. safeguarding and child protection;
4. the provider's equality policy;
5. health and safety issues.

Phone and Camera use within Rokeby EYFS

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones and cameras in the setting.

Parents

Parents are requested:

- Not to take photos on phones or cameras of boys within the school premises other than of their own child.
- Not to use phones for texts or calls during school events.
- To have their phones off or on silent during school events
- On school trips photos are permitted, but we request that you only share photos of your own son online.
- During school shows, such as class assemblies and the nativity production, parents will be given the opportunity to take photos after the performance. We request that you refrain from taking pictures during and only share pictures of your own son online.
- Parents will be asked to inform us should they not want their son's image published on the school website.

Staff

Phones should be stored securely during teaching periods.

Photos for evidence/assessment or sharing should only be taken on school devices.

During school trips staff members should carry a school or personal mobile to ensure the trip leader can contact them at all times in case of separation.

Staff bringing personal devices into Reception must ensure there is no inappropriate or illegal content on the device.

If any member of staff has a family emergency or similar and are required to keep their mobile phone to hand, prior permission must be sought from the Head of Lower School.

Volunteers and visitors do not work unsupervised

- We take security steps to ensure that we have control over who comes into the school so that no unauthorised person has unsupervised access to the children
- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-one situation without being visible to others.
- Each child within the EYFS is given a named key worker
- We introduce key elements of child protection into our curriculum to promote the personal, social and emotional development of all our children, so they may grow to be 'strong, resilient and listened to' and so they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having a positive regard for children's heritage arising from their ethnicity, language, cultural or social background
- We ensure that this is carried out in a way that is developmentally appropriate for the children within the EYFS setting

Staff:child ratios:

- Sufficient staff will always be on duty so that the needs of all the children are met and safety ensured

- All children must be supervised at all times
- Children must usually be within sight and hearing of staff and always within sight or hearing.
- Staff aged 17 or over are included in the adult/child ratios
- Staff under 17 must be supervised at all times.
- Within the reception class settings for qualified teachers will be 1 adult for a maximum of 30 children
- For visiting nursery children there will be 1 adult for every 13 children with at least 1 other member of staff holding a full and relevant level 3 qualification
- During lunch at break times the reception children will be supervised by a staff member holding at least a full and relevant level 2 child care qualification. All members of the EYFS team will be on site and readily available if required

These statements should be read in conjunction with this policy, The Foundation Stage Policy and risk assessments regarding EYFS at Rokeby School.