

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/DSL
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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 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 Act 1989, the Children Act 2004, the Education Act 2002, and the Education (Independent School Standards) Regulations 2014. It has been informed by statutory guidance including Working Together to Safeguard Children (2026), Keeping Children Safe in Education (2026), and the procedures of the Kingston and Richmond Safeguarding Children Partnership (KRSCP), together with the London Child Protection Procedures.

Any deficiencies or weaknesses identified in the school's safeguarding and child protection arrangements will be remedied without delay.

This policy considers 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

Rokeby School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We are committed to providing a safe, welcoming and inclusive environment where every pupil feels respected, valued and able to thrive. We aim to create an environment rich in "reachable moments" where pupils feel safe, listened to and confident in sharing concerns with trusted adults.

We are committed to promoting an inclusive and anti-discriminatory culture across all aspects of school life. We recognise that discrimination, prejudice-based behaviour, racism, faith-targeted abuse, harassment and other forms of discriminatory conduct can cause significant harm to a child's welfare, wellbeing, sense of belonging and sense of safety. Such behaviours may constitute safeguarding concerns. The school will challenge discriminatory language, attitudes and behaviour and take appropriate safeguarding action where concerns arise.

We are alert to the signs of abuse, neglect, exploitation and discrimination and follow our procedures to ensure that children receive effective support, protection and, where necessary, intervention. We recognise that children may not always feel ready or know how to tell someone that they are being harmed, exploited or neglected, nor may they always recognise their experiences as abusive or harmful. Children may feel embarrassed, ashamed, intimidated, threatened or worried about the consequences of speaking out. Additional barriers to disclosure may arise because of vulnerability, disability, communication needs, culture, faith, language or sexual orientation.

All staff will maintain professional curiosity, remain vigilant to signs that a child may be at risk of harm, and respectfully challenge concerns relating to a child's welfare, presentation, attendance, behaviour or circumstances. We are committed to creating a culture in which children know they will be listened to, taken seriously and supported.

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 considered 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.'
- Our school is committed to embedding sustainability within our culture, recognising that creating a safe, healthy and sustainable future is part of safeguarding and a shared responsibility across our whole community.
- 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 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.
- From 30 September 2026, the school recognises its statutory duty to share information under section 16LA of the Children Act 2004 (as inserted by the Children's Wellbeing and Schools Act 2026). Where the school holds information relevant to safeguarding or promoting a child's welfare and sharing that information may assist another safeguarding partner or relevant agency to take action, the school will share that information unless doing so would be more detrimental to the child than not sharing it. Staff should understand that the question is not whether information may be shared, but whether there is a duty to share it in the child's best interests.
- 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 for it to perform its functions.
- This policy should be read in conjunction with the following policies,
- The Code of Conduct, Anti-Bullying, Policy, ICT Policy (staff and pupil), First Aid, Missing Child Procedure, Data Protection policies, SEN Policy, Whistleblowing Policy, Equals Opportunities Policy – pupils, EDI - staff, Prevent Policy and Low-Level Concerns Policy

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 regarding safeguarding children.

3 Context

Section 87(1) of the Children Act 1989, Section 157 of the Education Act 2002 and the Education (Independent School Standards) (England) Regulations 2014 require the proprietors of the school (the Governing Body) to have arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State.

This policy has been developed regarding the following statutory guidance and advice –

- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- Information Sharing Duty Statutory Guidance for Safeguarding Organisations and their Practitioners (UK Government, September 2026)
- Revised Prevent Duty Guidance: for England and Wales (2021)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (2015)
- Disqualification under the Childcare Act 2006 (2018)
- Guidance and procedures published by the Kingston and Richmond Safeguarding Children Partnership (KRSCP)

The school and its staff form part of the wider safeguarding system for children as described in Working Together to Safeguard Children (2026). The school works with children's social care, the police, health services and other agencies, as appropriate, to safeguard and promote the welfare of children and protect them from harm.

The school's safeguarding arrangements are guided by and aligned with the Kingston and Richmond Safeguarding Children Partnership (KRSCP) procedures and the London Child Protection Procedures.

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 07842 440 859
- Tom Taylor (Head of Middle School) – t.taylor@rokeby.org.uk 07791 221186
- Victoria Hayward (Head of Reception) - v.hayward@rokeby.org.uk, 07970 773586
- Fleur Tattersall (Senior Teacher – Pastoral, Young Carer Lead) – f.tattersall@rokeby.org.uk 07866 525162

The Safeguarding Lead for Foundation Stage is Victoria Hayward – v.hayward@rokeby.org.uk, 07970 773586

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, Filtering and Monitoring and Prevent Governor for the School is James Kelly – 07782 645694

4.3 Chair of Governors for the School and Deputy Safeguarding Governor

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 Sebastian Henkes – 07710 160180

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 and understood Part One of the current version of Keeping Children Safe in Education (KCSIE) and, where appropriate to their role, Annex B. Staff must review this guidance at least annually and whenever a significant update is issued.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- All staff will complete an annual Keeping Children Safe in Education assessment.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.
- Provide a safe environment in which children can learn.
- Be trained and be aware of systems, policies and procedures within the school which support safeguarding, including online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Be aware of the signs of abuse, neglect, exploitation 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;
- Understand that information sharing is a statutory safeguarding duty. Staff must share safeguarding concerns and relevant information promptly with the DSL and should never allow concerns about data protection, confidentiality or consent to prevent appropriate safeguarding information being shared.

- 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 Children's Social Care immediately if, at any point, there is a risk of immediate serious harm.

5.2 Designated Safeguarding Leads

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

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:
- If an allegation is made against a member of staff the headteacher/DSL will discuss the content of the allegation with the LADO within 24 hours before taking any further action.
- 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 2026.
- Ensure that information relevant to safeguarding and promoting the welfare of children is shared promptly and appropriately with safeguarding partners and relevant agencies in accordance with the Information Sharing Duty Statutory Guidance (2026), responding to requests for information where required and proactively sharing information where this may assist another agency to safeguard a child.

Training requirements: DSL and DDSLs

- Rokeby School demonstrates their engagement with the KRSCP by ensuring that it's DSL and/or deputies attends the KRSCP Designated Safeguarding Lead termly forums. The DSL and DDSLs keep abreast of child protection learning and developments through appropriate training, as well as complete Multi Agency Level 3 safeguarding training.

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

- Understand the assessment process for providing Family Help and intervention, for example through locally agreed common and shared assessment processes such as Family Help services;
- 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, considering changes in local procedures and national statutory requirements and guidance, and work with the Governing Body regarding this;
- 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.
- Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. This should be transferred separately from the main pupil file. 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 which should include online safety and they 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, 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 about 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 Children Social Care 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 can provide advice and support to other members of staff on protecting children from radicalisation.
- Uphold a close relationship with the KRSCP, such as through attendance KRSCP termly DSL forums.
- 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 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 are absent from education, particularly repeatedly, as outlined in the Attendance policy. Procedures in the event of a missing boy are covered in the Crisis Management Plan; and Children Missing Education policy.
- Understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.
- Liaise with the Headmaster to inform him of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an appropriate adult. Further information can be found in the statutory guidance – PACE Code C 2019. The DSL is responsible for ensuring all staff are aware of this requirement.

5.3 DDSLs

The DDSLs have also undertaken Level 3 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.

All governors will read Keeping Children Safe in Education in its entirety.

The GB will ensure that:

- There are 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 and make sure:
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - The Governing Body will ensure that filtering and monitoring systems are reviewed at least annually and that the effectiveness of these systems is documented and discussed at governance level. The Governor with responsibility for safeguarding and filtering and monitoring receives updates on the effectiveness of filtering and monitoring arrangements. Records of annual reviews are maintained and reported to the Governing Body.
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- The school contributes to inter-agency working in line with statutory guidance [Working Together to Safeguard Children 2026](#) through effective implementation of the child protection policy and procedures and good cooperation with local agencies.

The school's safeguarding operating procedures consider 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.
- 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 Annual Safeguarding Audit.
- 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 2026 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 2026 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, including online safety, with refresher training at appropriate intervals in accordance with Kingston and Richmond Safeguarding Children Partnership guidance;
- The DSL and deputies receive refresher training annually.;
- 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;
- The school completes an annual safeguarding audit and action plan. The findings are reviewed by governors and used to strengthen safeguarding practice across the school.
- 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;
- All members of the Governing Board receive safeguarding training at induction which is regularly updated (3 yearly). The designated safeguarding link governor attends appropriate training that guides governors in their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the school's safeguarding arrangements.
- 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. 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 relates to 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;
- Receive the required child protection training and training 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.
- Ensure that online safety training is included in staff safeguarding and child protection training.
- Ensuring the relevant staffing ratios are met, where applicable.
- Overseeing the safe use of technology, mobile phones and cameras in the setting.

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, understanding and complying with the school's safeguarding policies and guidance on wider safeguarding issues, including the Code of Conduct, Anti-Bullying Policy, ICT Policies (Staff and Pupils), First Aid Policy, Missing Child Procedure, Data Protection Policies, SEND Policy, Whistleblowing Policy, Equal Opportunities Policy (Pupils), Equal Opportunities Policy (Staff), Prevent Policy and Low-Level Concerns Policy.
- All staff are expected to read and understand Part One of Keeping Children Safe in Education (KCSIE). Members of the Senior Leadership Team are expected to be familiar with the guidance in its entirety.
- 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 and maintaining an attitude of "it could happen here" where safeguarding is concerned.
- Recognising that challenging behaviour may be an indicator of abuse, neglect or exploitation.
- Seeking a child's permission before undertaking any action that is of a physical nature, except where there is an urgent need to act to protect them or others from harm. Examples may include assisting with dressing, providing physical support during PE or administering first aid.

- Maintaining appropriate standards of conversation and interaction with and between children and avoiding and challenging the use of inappropriate, sexualised or derogatory language.
- Being aware that the personal circumstances, family circumstances and lived experiences of some children may increase their vulnerability to abuse, neglect or exploitation. Staff should carefully consider how best to support pupils with protected characteristics, including disability, sex, sexual orientation, gender reassignment, race and religion or belief.

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 Child-On-Child Abuse section of this policy.

9 Children who may be particularly vulnerable

Children who have, or have previously had, a social worker may face additional safeguarding, attendance, emotional wellbeing and educational challenges. The school recognises that adverse experiences and trauma can leave children vulnerable to further harm. The DSL will work with social workers and other professionals to ensure appropriate support is in place and to promote positive educational outcomes.

Some children may be at increased risk of significant harm because 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 our children receive equal protection, we will give special consideration and attention to children who:

- are disabled or have special educational needs and /or disabilities (SEND);
- are young carers
- have significant caring responsibilities at home
- are living in a household where there is domestic abuse
- are affected by known parental substance misuse
- are asylum seekers
- are living away from home
- are vulnerable to bullying, including online bullying, or are engaging in bullying behaviour.
- are living in temporary accommodation
- are living in kinship care arrangements
- are living transient lifestyles

- are living in chaotic, neglectful and unsupportive home situations
 - are vulnerable to discrimination or maltreatment because of their sex, race, ethnicity, religion or belief, disability, gender reassignment or sexual orientation (protected characteristics);
 - have English as an Additional Language (EAL)
- are looked after children (LAC), previously looked after children (PLAC), or children in care. This includes children who are subject to a care order or who are temporarily looked after on a planned basis for short breaks or respite care.

Special consideration and support may include:

- Monitoring through the School's pastoral systems, including Form Tutors, Year Heads, fortnightly Year Group Meetings, safeguarding records and child protection records.
- Ongoing monitoring by Form Tutors, Year Heads, the Deputy Head, and Heads of School. Regular liaison takes place with the DSL, and safeguarding information is recorded and updated on My Concern as appropriate.
- Access to support through ELSA (Emotional Literacy Support Assistants).
- Liaison with parents, external agencies and safeguarding partners, where appropriate, to ensure that pupils receive timely support and intervention.

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.

Where the School receives notification from a local authority that a pupil has been placed in temporary accommodation, the DSL (or DDSL) will consider whether the child's welfare, attendance, educational progress or safeguarding needs may be affected. The school will work with relevant agencies and the family to ensure appropriate support is provided and will make referrals to Children's Social Care where necessary.

Mental Health

Schools play a vital role in detecting mental health problems and supporting good mental wellbeing. Staff should be alert to signs including persistent low mood, withdrawal from social interaction, significant behavioural change, self-harm indicators, difficulty sleeping, neglect of personal care and expressions of hopelessness. Where a child is believed to be at immediate risk, emergency services or urgent medical support should be sought without delay.

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 or concerns 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;
- Behaved towards a child or children in a way that indicates they will 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.

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.

A concern (including an allegation) that does not meet the harm threshold, i.e. a low-level concern about another member of staff, volunteer or other adult working in or on behalf of the school, should nevertheless be raised promptly with the Headmaster.

The term 'low-level concern' does not mean that it is insignificant; it means that an adult's behaviour towards a child does not meet the harm threshold set out above.

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the School's Staff Code of Conduct, including inappropriate conduct outside of work; and
- does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO SERVICE– but may merit consulting with and seeking advice from the LADO, on a no-names basis if necessary.

The school's Low-Level Concerns Policy provides detailed guidance on staff responsibility for raising such concerns and how concerns are managed.

II Training

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect, exploitation 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 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
- ICT Policy – Staff
- 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.

All staff, including temporary staff, volunteers and those who do not work directly with children, will receive safeguarding and child protection information on induction and will be required to read and understand Part One of Keeping Children Safe in Education (KCSIE). Staff whose roles bring them into regular contact with children should also be familiar with Annex B. Compliance with this requirement will be recorded by the school.

All staff will receive Level 2 child protection training every 3 years and complete an annual safeguarding refresher. 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 Family 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
- To be aware of the Information Sharing Duty introduced by the Children's Wellbeing and Schools Act 2026.

There will also be informal termly safeguarding updates for staff.

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 DSL and DDSLs will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated at least every two years. In addition, they will refresh their knowledge and skills through regular updates, briefings, forums,

professional reading and local safeguarding partnership learning opportunities, at intervals sufficient to keep up with developments relevant to their role.

Training will include inter-agency working, participation in child protection conferences and meetings, supporting children in need, Prevent, record keeping, promoting a culture of listening to children, online safety, filtering and monitoring, and safer recruitment (see section 5.2 above). Such training, when arranged, takes priority over other commitments.

A register will be taken of attendees at each training seminar and training dates (and dates for future refresher training) to be logged by the HR Administrator and retained on safeguarding training records.

All training will be carried out in accordance with the Kingston 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 Low-Level concerns and 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. 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

Most people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, images can be misused and abused, including through online sharing, image manipulation and the use of artificial intelligence (AI). The school therefore takes steps to safeguard children when photographs, videos or digital images are taken, used, stored or shared.

- Give parents the opportunity to consent to, or opt out of, photographs being taken or published (for example, on the school website, social media channels, newsletters or in newspapers and other publications).

- Use only a child's first name with an image when photographs of pupils are published unless parents have expressly consented to the child's full name being used.
- Ensure that children are appropriately dressed and that images are suitable and respectful.
- Store and use images securely and only for legitimate School purposes.
- Remain alert to the risks associated with the misuse of digital imagery, including altered, manipulated or AI-generated images.

From time to time, professional photographers may be invited into School to take group photographs or to record significant events. Any professional photographer engaged by the school will be appropriately supervised whilst on site and expected to comply with the school's safeguarding requirements.

Photographs of pupils may be taken by parents and family members at School events or during organised activities. Parents and family members are welcome to take photographs or videos for their personal use. Images should not be used in a way that may compromise the privacy, dignity or safety of any child. The school reserves the right to restrict photography where there are safeguarding concerns relating to an individual pupil or event.

Parents and visitors must not take photographs or videos in areas where children have an expectation of privacy, including changing rooms, toilets and swimming pool changing facilities.

If the behaviour of an adult taking photographs or videos appears unusual, suspicious or inappropriate, or if a child appears uncomfortable or distressed by images being taken, staff will take appropriate action, challenge the behaviour where safe to do so and report the matter to the DSL as soon as possible. Concerns will be treated as a safeguarding matter and, where appropriate, referred to the police.

Staff must not use personal mobile phones, cameras, smart watches or other personal devices to take photographs, videos or audio recordings of pupils. School devices must be used in accordance with School policies and procedures. Further guidance is provided in the Staff Code of Conduct and ICT Policies.

14 Pastoral and Safeguarding Education

The school promotes the welfare of children through assemblies, the PSHEE curriculum, the ICT curriculum, the school website and parent forums. Pupils are provided with age-appropriate information, education and support to help them recognise risks, make informed decisions and develop the knowledge, skills and resilience needed to keep themselves safe.

Children are taught how to identify, avoid and respond appropriately to situations, individuals and behaviours that may place them at risk of harm, including risks encountered online, through social media, gaming platforms, artificial intelligence (AI), mobile technology and other digital communications.

Through the PSHEE and ICT, pupils are taught about online safety, including cyberbullying, online relationships, misinformation and disinformation, privacy settings, inappropriate content, online exploitation, the sharing of images, AI-generated content and how to report concerns or seek support. Pupils are encouraged to think critically about the information they encounter online and to use technology safely and responsibly.

Pupils are taught about extremism, radicalisation and the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. They are supported to develop resilience, challenge harmful narratives and understand how to seek help if they have concerns about themselves or others.

Online safety education is delivered through PSHEE, ICT and Computing lessons, assemblies, external speakers and workshops, including support from recognised organisations such as Childnet where appropriate.

Road safety is also taught through the PSHEE curriculum. Pupils are supported to develop safe and responsible travel habits, including when using public transport independently.

The school makes use of resources provided by organisations such as the NSPCC to educate pupils about their right to be safe, respected and heard, and to ensure that they are aware of sources of support, including Childline and other trusted adults and services

Relationships Education and Relationships and Sex Education (RSE) are taught through the PSHEE and Science curricula and reflect statutory guidance. Teaching promotes healthy, respectful relationships, consent, personal safety, inclusion, respect for others and understanding of appropriate boundaries. See the School's separate Relationships Education and Relationships and Sex Education Policy for further information.

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 dedicated ward officer will be informed in cases of serious harm.

Violence Against Women and Girls (VAWG)

The school recognises the importance of preventing violence against women and girls (VAWG), misogyny, sexist language, sexual harassment and harmful gender stereotypes. Such behaviours will not be dismissed as banter, joking or part of growing up. All concerns will be addressed through safeguarding and behaviour procedures as appropriate.

16 E-Safety

Rokeby operates a mobile-phone restricted environment. Pupils do not have access to mobile phones during the school day. Pupils who bring mobile phones to school must hand them into the School Office at the start of the day. Any safeguarding concerns arising from the use of mobile phones, smart watches or personal devices will be referred to the DSL.

Our children will use mobile devices, computers and other digital technologies for learning, communication, creativity and recreation. The school recognises that technology is a significant

component in many safeguarding and wellbeing issues and that children can be at risk of abuse and exploitation both online and offline. The school recognises the importance of safeguarding pupils from potentially harmful, inappropriate or illegal online content, contact, conduct and commercial risks. We are aware that some adults and young people use technology to bully, exploit, groom, radicalise or otherwise harm children. Online harms may include cyberbullying, child-on-child abuse, exposure to extremist content, sexual exploitation, coercion, image-based abuse, financial scams, inappropriate contact, online grooming and the sharing of illegal or harmful content

The school recognises risks associated with generative artificial intelligence, including AI-generated sexual imagery, deepfake content, image manipulation, misinformation, disinformation and harmful interactions with AI systems. Staff will remain vigilant to these risks and report concerns in accordance with safeguarding procedures.

The school helps pupils to stay safe online through a whole-school approach to online safety, including robust filtering and monitoring systems, curriculum education, staff training and parent engagement. The Governing Body receives regular information regarding the effectiveness of filtering and monitoring arrangements, which are reviewed at least annually.

Pupils receive age-appropriate guidance on the safe use of technology through the ICT, Computing and PSHEE curricula, assemblies and external workshops. This education includes

- online relationships and respectful behaviour;
- cyberbullying and child-on-child abuse;
- online grooming and exploitation;
- radicalisation and extremism;
- privacy, consent and digital footprints;
- the sharing of images and image-based abuse;
- misinformation, disinformation and AI-generated content;
- cyber security, phishing and online scams; and
- how and where to report concerns and access support.

The school recognises that many children have unlimited and unrestricted access to the internet via mobile phone networks and personal devices. Such access can facilitate cyberbullying, sexual harassment, the sharing of indecent images, exposure to harmful content and other safeguarding risks

The school manages these risks by

- i) permitting only older pupils who travel independently to bring mobile phones to School; and
- ii) requiring all pupils to hand personal mobile phones to the School Office during the school day.

Further guidance is provided in the School's Student Mobile Phone Policy, which outlines the acceptable use of mobile phones and other personal devices.

Cyberbullying, including behaviour conducted through text messages, direct messages, email, social media, gaming platforms or the sharing of images, will be treated as seriously as any other form of bullying and will be managed in accordance with the School's Anti-Bullying Policy and procedures. See also the School's ICT Policy for Pupils.

Social networking sites, online gaming platforms, messaging services and chat functions can present safeguarding risks. The school works proactively with pupils and parents to develop awareness of these risks and regularly provides information, guidance and training to support safe online behaviour both in and out of School.

The school also educates pupils about cyber security to reduce their vulnerability to online commercial risks, including phishing, fraud, identity theft and financial scams.

The school's Code of Conduct and 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 always worn 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.

17.1 Arrangements for use of school premises for non-school activities

When services or activities at the school are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations.

Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the school will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether the children who attend any of these services or activities are children on the school roll.

The school will ensure that the DSL or DDSL can be always contacted and/or is available the school premises is in use, whether that activity is a school or non-school activity and regardless as to whether the children attending are on the school roll.

The school will ensure that safeguarding requirements are included in any agreement for use of the school premises (such as a lease or hire agreement) as a condition of use and occupation of the premises and that failure to do so by the provider to comply with this will lead to termination of the agreement.²

When considering the safeguarding arrangements any providers have in place the school will have regard to the DfE's non statutory guidance '*After school clubs, community activities, and tuition (safeguarding guidance for providers)*' (February 2026).

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 SERVICE 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 about child protection arrangements at any time will be remedied without delay.

The school may commission external safeguarding reviews, audits or quality assurance processes where appropriate to evaluate the effectiveness of safeguarding arrangements and identify areas for development.

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 minutes will be taken.

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. **Family Help** is imperative and, in our school, this means discussing concerns with the DSL for a child to access help at an early stage.

I 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 is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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 2026 and reproduced in Appendix 1.

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.

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 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)
racism	faith-based prejudice

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 via My Concern. 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, e.g. a worry box or the SOS box, a trusted adult

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 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.
- Write up your conversation as soon as possible and hand it to the DSL. Add to My Concern within 24 hours.
- 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;
- ensure all concerns are recorded on My Concern.
- seek support for yourself if you are distressed.
- Staff will consider the impact of any siblings as well as the support they will need.

6 Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined above. However, they may also share information directly with Children's Social Care 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 CHILDREN'S SOCIAL CARE 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 Achieving for Children (AfC) Single Point of Access team at Kingston in the first instance for advice on how to refer (you may be referred to another Achieving for Children (AfC) Single Point of Access (SPA) team): 020 8547 5008 (020 8770 5000 for out of hours / weekends).

The Achieving for Children (AfC) Single Point of Access (SPA) team will require basic information from you such as:

- Your name
- Address
- Details of the child that you have concerns about.

This information enables safeguarding professionals to assess the concern, make appropriate enquiries and contact you for further information if necessary. Information will be handled in accordance with safeguarding, information-sharing and data protection requirements.

Other ways to report your concerns:

- • NSPCC Helpline: If you are unsure whether a concern requires reporting, call 0808 800 5000 for confidential advice or text 88858.
- • NSPCC Whistleblowing Advice Line: 0800 028 0285. This service provides advice and support to professionals who have concerns about how child protection issues are being handled in their own or another organisation

Any direct reporting must be recorded on My Concern.

7 Notifying parents

The school will normally inform parents when safeguarding information is being shared or referrals are being made unless doing so would place a child at increased risk of harm, prejudice

a police investigation, compromise a safeguarding enquiry, or otherwise be contrary to the child's welfare.

The school's ability and duty to share safeguarding information is not dependent upon parental consent. Where a lawful basis for sharing exists and information sharing may assist another agency to safeguard or promote the welfare of a child, the school will share the information in accordance with statutory guidance.

Parents may be informed about information sharing where appropriate, but permission does not need to be obtained before safeguarding information is shared. Referrals to Children's Social Care, Family Help services, the police and other safeguarding agencies do not require parental consent where safeguarding concerns exist.

8 Action by the DSL – referral to Children's Social Care

It is possible that some concerns raised with the DSL will not require a referral to Children's Social Care. In such cases, pastoral support, or Family Help services may be more appropriate. However, the DSL (or, in their absence, a DDSL) will make a referral to Children's Social Care immediately if it is believed that a child has suffered, or is at risk of suffering, significant harm.

Where a child is not considered to be at risk of significant harm but may benefit from additional support from one or more agencies, the DSL will consider what support is required and will work with the child, family and relevant agencies to secure appropriate Family Help services. Where Family Help services are considered appropriate, the school will share relevant safeguarding and welfare information with partner agencies where this may assist in securing support for the child. While families remain free to decide whether to engage with support offered, the sharing of relevant information is not dependent on parental agreement where a lawful basis exists, and the statutory information-sharing duty applies. The DSL will liaise with Children's Social Care and other relevant professionals in accordance with local safeguarding procedures and will support any assessment process as appropriate.

Many School pupils live in boroughs other than Kingston and Richmond. Where this is the case, the DSL will work with the relevant local authority and safeguarding partners to ensure that appropriate support, assessment and intervention are accessed.

If there is uncertainty as to whether a referral should be made, the DSL will consult with Children's Social Care and/or other appropriate safeguarding professionals on a no-names basis where appropriate. However, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral to Children's Social Care will be made without delay.

In the case of pupils identified as being vulnerable to radicalisation, the school will consider the nature and level of risk and make referrals as appropriate. This may include referral to Children's Social Care, Channel or other relevant support services.

If the initial referral is made by telephone, the DSL will confirm the referral in writing within 24 hours, in accordance with local procedures. If no response or acknowledgement is received within the timescales set out by the receiving agency, the DSL will follow up the referral and, where necessary, escalate concerns in line with local safeguarding partnership procedures.

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

If a child or young person does not consent to information being shared, staff may still share information lawfully where there is an appropriate legal basis to do so under UK GDPR and data protection legislation. The school's fundamental safeguarding principle is that the welfare of the child is paramount. If a child is at risk of harm, is in immediate danger, or has suffered harm, information will be shared and a referral to Children's Social Care and/or the police will be made as appropriate.

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

Children may be harmed by other children or young people – **'child-on-child abuse'**

Rokeby School (hereafter referred to as 'the school') recognises that children are vulnerable to being abused by other children and to abusing other children. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal, physical and digital abuse. All child-on-child abuse is unacceptable. Child-on-child abuse will not be tolerated or passed off as part of "banter," "having a laugh," "part of growing up" or "boys being boys."

Child-on-child abuse is a safeguarding issue for both the child experiencing harm and the child alleged to have caused harm. Appropriate support and assessment will be provided for all children involved. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. In cases where child-on-child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

- Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Some of these behaviours will need to be handled with reference to other policies in the school such as the:

- Behaviour, Conduct and Discipline Policy
- Anti-Bullying Policy
- ICT Acceptable Use Policy for Boys

The following section reflects the increased emphasis within Keeping Children Safe in Education (2026) on child-on-child abuse, including sexual violence, sexual harassment, harmful sexual behaviour, serious violence and online abuse. However, this policy applies to all forms of child-on-child abuse, including physical abuse, emotional abuse, bullying, prejudice-based abuse, coercive behaviours and abuse facilitated through technology.

This policy is compliant with the statutory guidance on child-on-child abuse set out in Keeping Children Safe in Education (2026) and should be read in conjunction with guidance issued by the Kingston and Richmond Safeguarding Children Partnership (KRSCP), Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, and When to Call the Police: Guidance for Schools and Colleges.

Understanding Child-On-Child Abuse

The school recognises that child-on-child abuse may take many forms, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse;
- sexual violence and sexual harassment;
- harmful sexual behaviour;
- abuse in intimate personal relationships between children;
- coercive and controlling behaviour;
- initiation and hazing-type violence and rituals;
- image-based abuse, including the sharing of nude and semi-nude images;
- abuse involving artificial intelligence (AI), manipulated images and deepfake technology; and
- serious violence.

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

We recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour 'HSB').

We are adopting the NSPCC definition of HSB as, "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

We will also use Simon Hackett 's continuum model to understand the range of sexual behaviours and, consequently, help the school decide an appropriate response if HSB occurs or is alleged. Aspects of the continuum can also be used to assess where other alleged behaviour, such as physical or emotional abuse, falls on the spectrum and help the school decide how to respond.

Vulnerable Groups

We recognise that all children can be at risk; however, we acknowledge that some groups are more vulnerable. This can include experience of abuse within their family; living with domestic violence; young people in care; children who go missing; children with special educational needs needs/or disabilities SEND; and children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010. In addition, we acknowledge that children who have allegedly abused other children or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peers, parents or adults in the community.

The school also recognises the disproportionate impact of sexual harassment, sexual violence, misogyny and violence against women and girls (VAWG), whilst recognising that all children can be victims of child-on-child abuse regardless of sex, gender, sexual orientation, race, religion or disability.

Whilst research tells us girls are more frequently identified as being abused by other children (and boys are more likely to be perpetrators), we know that such abuse is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Research also shows that boys report high levels of victimisation in areas where they are affected by gangs.

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

Responding to Concerns and Alleged Incidents

All allegations of child-on-child abuse must be taken seriously. Child-on-child abuse is a safeguarding matter and should never be dismissed as banter, part of growing up, having a laugh, horseplay or "just boys being boys". The school recognises the importance of creating a culture in which all concerns are taken seriously and children feel able to report concerns knowing that they will be listened to and supported.

Staff should follow the Child Protection Procedures if they have a concern regarding child-on-child abuse or if an allegation of such abuse is made to them. The procedures tell staff what to do to fulfil their responsibilities to identify, act on and refer the early signs of abuse. These procedures enable children to confidently report abuse, knowing their concerns will be treated seriously.

All staff must report any concerns to the Designated Safeguarding Lead and challenge abusive behaviours between pupils.

Reports of such abuse will be recorded and investigated in line with the school's Anti-Bullying Policy and Behaviour, Conduct and Discipline Policy. A thorough investigation into the matter will be conducted and appropriate support will be put in place for involved pupils, as required. The school understands that even if cases of child-on-child abuse are not reported, such abuse may still be happening. Therefore, staff will be vigilant for the signs of abuse, and the school will make efforts to minimise the risk of child-on-child abuse.

In addition to following these procedures there are certain other considerations and actions the school will take when responding to specific types of child-on-child abuse incidents. These are outlined below.

Sexual violence and/or sexual harassment incidents

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- Whether the incident involves online abuse, image-based abuse, AI-generated content, manipulated images or the sharing of nude or semi-nude images.
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, adult students or staff; and other related issues and wider context?
- Guidance provided in When to Call the Police – Guidance for Schools and Colleges

In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of Family Help or statutory intervention and that it would be appropriate to handle the incident internally through utilising the School's Behaviour, Conduct and Discipline Policy and/or the Anti-Bullying Policy and by providing pastoral support.

We may decide that the children involved do not require statutory intervention but may benefit from Family Help services. Early intervention can be particularly effective in addressing harmful sexual behaviour, relationship difficulties and other safeguarding concerns before they escalate.

Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to Children's Social Care and, where appropriate, the police, in accordance with local safeguarding procedures.

The school will take advice from Children's Social Care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all children involved including the child or children accused of abuse.

Any report to the police will generally be in parallel with a referral to Children's Social Care. Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (including potential witnesses). Where required, advice from the police will be sought to help us and ensure any actions the school takes do not jeopardise the police investigation.

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment and ensure relevant protections are in place for all children.

Where cases are classified as "no further action" by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the child who has allegedly been abused and the child who has allegedly carried out the abuse for as long as is

necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the child who has allegedly been abused. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Regardless of whether a case is managed internally or referred to an external agency, the school will consider any suitable action through reference to our Behaviour, Conduct and Discipline policy. A child (or children) against whom an allegation of abuse has been made may be suspended from the school during the investigation. For any child displaying regular violent behaviour, the school should draw up individual action and support plans to reduce the necessity for the use of 'reasonable force'. The circumstances when a staff member may use such force are set out in the School's Code of Conduct and follows Government guidance set out in Use of Reasonable Force (2013).

All staff will receive safeguarding training which includes recognising, responding to and reporting child-on-child abuse, including sexual violence, sexual harassment, harmful sexual behaviour, serious violence, misogyny, violence against women and girls (VAWG), online abuse and image-based abuse.

Physical abuse

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. Physical abuse can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the Anti-Bullying Policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Online behaviour

Many forms of child-on-child abuse have an element of online behaviour, including behaviours such as cyberbullying and sexting.

Policies and procedures concerning this type of behaviour can be found in the School's ICT Acceptable Use Policy for Boys, the Code of Conduct and Anti-Bullying Policy.

Where an incident includes an online element the school will seek advice on searching, screening and confiscation.

If indecent images and/or videos of children are discovered at school, staff will follow procedures set out in the School's Code of Conduct. An immediate referral should be made to the DSL and the police contacted. The images/equipment/device should be confiscated, secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. The police will advise what to do with the images. If the images are of children known to the school, a referral should also be made to Children's Social Care.

Prevention

The school actively seeks to raise awareness of and prevent all forms of child-on-child abuse. The actions we take are noted in our; Anti-Bullying Policy; Behaviour, Conduct and Discipline Policy; and our policy on Relationships Education, Relationships and Sex Education and Health Education.

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviours	• Victimising intent or outcome	• Physically violent sexual abuse
Socially acceptable	• Socially acceptable behaviour within peer group	• Developmentally unusual and socially unexpected	• Includes misuse of power	• Highly intrusive
Consensual, mutual, reciprocal	• Context for behaviour may be inappropriate	• No overt elements of victimisation	• Coercion and force to ensure victim compliance	• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision making	• Generally consensual and reciprocal	• Consent issues may be unclear	• Intrusive	• Sadism
		• May lack reciprocity or equal power	• Informed consent lacking, or not able to be freely given by victim	
		• May include levels of compulsivity	• May include elements of expressive violence	

10 Children who are absent from education

A child being absent from education, particularly repeatedly or for prolonged periods, can be a warning sign of a range of safeguarding concerns. This may include abuse and neglect, including sexual abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), serious violence, mental health difficulties, substance misuse, radicalisation, female genital mutilation (FGM), forced marriage, or other forms of harm.

There are many circumstances in which a child may be absent from education; however, some children are particularly vulnerable. These include children who:

- are at risk of abuse, neglect or exploitation;
- are at risk of forced marriage or FGM;
- come from Gypsy, Roma or Traveller communities;
- are from service families;
- go missing from home or care;
- are involved with, or supervised by, the youth justice system;
- cease attending school;
- are from newly arrived migrant families;
- are children in care or previously looked after children
- are young carers; or
- have special educational needs and/or disabilities (SEND).

The school will follow its procedures for attendance, unauthorised absence and children missing education to identify safeguarding concerns at an early stage and reduce the risk of children becoming missing from education. This includes complying with statutory requirements to notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point and where a child leaves the school without a new school being named.

Staff will be trained to recognise potential safeguarding risks associated with absence from education and to understand the indicators which may suggest concerns such as child sexual exploitation, child

criminal exploitation, serious violence, radicalisation, travelling to conflict zones, forced marriage or FGM.

If a member of staff has concerns that a child may be suffering, or is likely to suffer, harm or neglect, they will follow the school's safeguarding procedures without delay. Where appropriate, referrals will be made to Children's Social Care and/or the police in accordance with local safeguarding procedures.

Missing Pupils

The school's procedures are designed to ensure that a missing pupil is located and returned to effective supervision as quickly as possible. All incidents involving a missing pupil will be managed in accordance with the School's Missing Child Policy and safeguarding procedures.

Please refer to the School's Crisis Management Plan, Missing Child Policy, Attendance Policy and Children Missing Education Policy for further details

11 Confidentiality and sharing information

Effective safeguarding depends upon the timely sharing of relevant information.

The school recognises its statutory information-sharing duties under section 16LA of the Children Act 2004 and the Information Sharing Duty Statutory Guidance for Safeguarding Organisations and their Practitioners (2026).

All staff must understand that:

- safeguarding information must be shared where it may assist another safeguarding organisation or relevant agency to safeguard or promote the welfare of a child;
- there is no minimum threshold that must be reached before information is shared;
- parental consent is not required where information is being shared under a lawful safeguarding basis;
- concerns about data protection must not prevent appropriate safeguarding information sharing;
- responding to requests for safeguarding information from relevant agencies forms part of the school's safeguarding responsibilities;
- information should be shared promptly, accurately, proportionately and securely;
- the child's welfare remains the paramount consideration.

Staff must never promise confidentiality to a child. Information will only be shared with those who need to know to safeguard and promote the welfare of a child.

Information will only be withheld where the school reasonably believes that sharing it would be more detrimental to the child than not sharing it, recognising that such circumstances are expected to be rare.

The school will work collaboratively with Children's Social Care, police, health services, Family Help practitioners, local authorities and safeguarding partners and will comply with requests for safeguarding information where required to do so.

The school recognises that disclosures made under the statutory information-sharing duty do not breach obligations of confidence and are compatible with UK GDPR and data protection legislation.

12 Related safeguarding policies and procedures (for reference)

The following documents are available via the Staff Shared Area.

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Behaviour, Conduct and Discipline Policy
- Code of Conduct
- Parental Complaints Policy
- Data protection Policy
- First Aid Policy
- Staff Recruitment Policy
- ICT Policy – Staff
- 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: Achieving for Children (AfC) Single Point of Access (SPA) (Kingston Initial Response Team)	020 8547 5008 Out of hours / weekends duty social worker: 020 8770 5000
Local Authority Designated Officer (Kingston LADO SERVICE)	07774 332675
DSL and Prevent Lead	Lucia Sanderson
Deputy DSL and Deputy Prevent Leads	Kerry Bratt, Tom Taylor, Victoria Hayward, Fleur Tattersall
Safeguarding and Prevent Link Governor	James Kelly
<u>Local Safeguarding Children Partnerships</u> 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 Signs and Types of ABUSE

All School staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL (or DDSL)

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. Children who experience sexual abuse are more likely to know their abuser than not. Abuse frequently occurs within families, friendship groups, trusted relationships and community settings, although abuse can also be committed by strangers. All staff, but especially the DSL and DDSL, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL (or DDSL).

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

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

Sexual abuse: Sexual abuse involves forcing, causing or inciting a child or young person to take part in sexual activities, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as child-on-child abuse).

This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

Sexual harassment: is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive, or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes; or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Sexual violence: refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, and/or causing someone to engage in sexual activity without consent. Consent to sexual activity may be given to one sort of sexual activity, but not another, or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. A child under the age of 13 can never consent to any sexual activity. The age of consent is 16, and sexual intercourse without consent is rape.

Child-on-child sexual violence and/or harassment: Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Harmful sexual behaviour: problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between the two. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Sharing of nudes and/or semi-nudes: the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Airdrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" sets out the classification of incidents, and how each should be handled.

Upskirting: is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Serious violence and weapons: indicators which may signal that children are at risk from or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these. Any concerns that a child may be carrying, possessing or intending to use a weapon must be reported immediately to the DSL. Such concerns will be risk assessed and may result in referral to the police or other agencies where necessary.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness;

faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

Child sexual exploitation (CSE): CSE is a form of child sexual abuse (see above) which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur using technology. CSE can affect any child or young person (male or female) under the age of 18 years (including 16- and 17-year-olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

The below CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends, and
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

The DfE has published guidance on this entitled "*Child sexual exploitation: guide for practitioners*".

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

Child criminal exploitation (CCE): CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts, money, or new possessions
- children who associate with other children involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late, and
- children who regularly miss school or education or do not take part in education.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain their education.

County lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A few of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- that have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

Modern Slavery: Modern slavery encompasses 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. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "*Modern slavery: how to identify and support victims (May 2022)*".

Cybercrime: Cybercrime is criminal activity committed using computers, networks and/or the internet. It is broadly categorised as either 'cyber-enabled' crime (offences that can occur offline but are enabled at scale and speed online) or 'cyber-dependent' crime (offences that can be committed only using digital technology).

Examples of cyber-dependent crime include:

- unauthorised access to computers or computer systems ('hacking'), for example attempting to access a school's computer network to obtain assessment materials or alter grades;
- denial of service (DoS) or distributed denial of service (DDoS) attacks, which seek to make a computer, network or website unavailable by overwhelming it with traffic from multiple sources; and
- making, supplying, obtaining or deploying malware (malicious software), including viruses, spyware, ransomware, botnets and remote access trojans (RATs), with the intention of committing further offences.

The school recognises that children with a particular aptitude, skill or interest in computing and technology may inadvertently or deliberately become involved in cyber-dependent crime. Where there are concerns that a pupil may be at risk of engaging in cyber-dependent crime, the DSL (or Deputy DSL) will consider an appropriate response, which may include referral to the Cyber Choices programme. Cyber Choices is a national police initiative, supported by the Home Office and led by the National Crime Agency, which aims to prevent young people from becoming involved in cybercrime and to encourage the positive use of their skills and interests.

Cyber Choices does not currently cover cyber-enabled offences such as fraud, online child sexual abuse and exploitation, online bullying, or wider online safety concerns, although these remain safeguarding matters that may require intervention through other channels.

Additional advice and guidance can be obtained from:

- National Police Chiefs' Council (NPCC) – When to Call the Police; and
- National Cyber Security Centre (NCSC) at www.ncsc.gov.uk.

Any concerns relating to cybercrime, online exploitation, illegal online activity or broader safeguarding risks will be considered in accordance with the school's safeguarding procedures and, where appropriate, referred to Children's Social Care, the police or other relevant agencies.

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

Discrimination, Racism and Faith-Targeted Abuse

The school recognises that racism, faith-targeted abuse and other forms of discrimination can have a significant impact on a child's welfare, wellbeing, sense of safety and educational outcomes. Discrimination is taken seriously and may constitute a safeguarding concern.

All incidents of racism, faith-targeted abuse and prejudice-based behaviour will be appropriately recorded, investigated and addressed through safeguarding, pastoral and behaviour procedures. Appropriate support will be provided to pupils affected.

Mental health: Mental Health: All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect, exploitation or other adverse experiences. Mental health concerns may also be an indicator of wider safeguarding concerns. Only appropriately trained professionals should attempt to make a diagnosis of a mental health condition. School staff, however, are well placed to observe children on a day-to-day basis and to identify those whose behaviour, presentation or emotional wellbeing suggests that they may be experiencing mental health difficulties or may be at risk of developing them.

Staff should be alert to signs which may indicate that a child is struggling with their mental health, including significant changes in behaviour, ongoing difficulty sleeping, withdrawal from social situations, reduced engagement in activities they previously enjoyed, changes in attendance, self-harm indicators, neglect of personal care, or expressions of hopelessness or distress.

Where children have experienced abuse, neglect, exploitation, domestic abuse, trauma or other adverse childhood experiences, this can have a lasting impact on their mental health, behaviour, relationships and educational outcomes. It is therefore important that staff understand the links between safeguarding concerns and children's mental health and wellbeing.

If staff have a concern about a child's mental health that is also a safeguarding concern, immediate action should be taken in accordance with this policy, and the concern should be reported to the DSL without delay.

Where there are concerns that a child may be at immediate risk of significant harm to themselves or others, appropriate emergency action should be taken, including contacting emergency services where necessary.

The school recognises the importance of promoting positive mental health and emotional wellbeing for all pupils. Support may include pastoral support, ELSA interventions, counselling, and/or Family Help services, referral to external agencies and liaison with parents and carers, where appropriate.

The DfE has published guidance including Preventing and Tackling Bullying and Mental Health and Behaviour in Schools. Staff should also have regard to relevant NHS, Public Health and local safeguarding partnership resources that promote children's emotional health, wellbeing and resilience. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

So called 'honour based' abuse: So-called 'Honour-Based' Abuse (HBA): encompasses incidents and crimes committed to protect or defend the honour of a family, community and/or culture. Such abuse may include female genital mutilation (FGM), forced marriage, abuse linked to a perceived breach of family or community expectations, and practices such as breast ironing.

Abuse committed in the context of so-called 'honour' often involves a wider network of family, community or cultural pressure and may involve multiple perpetrators. Staff should be aware of these dynamics and the additional risks they may present when considering safeguarding action.

Female Genital Mutilation (FGM): comprises all procedures involving the partial or total removal of the external female genitalia, or other injury to the female genital organs, where there is no medical justification.

Although Rokeby is a boys' school, staff should be aware that female siblings, relatives and other family members may be at risk of FGM. Staff should also be aware that pupils may disclose concerns or information relating to female family members.

If staff have concerns that a child may be at risk of FGM, they should report these concerns immediately to the DSL, who will consider the need to involve Children's Social Care, the police and other relevant agencies in accordance with local safeguarding procedures.

There is a mandatory duty for teachers to report to the police cases where they discover, either through a disclosure by the victim or visual evidence, that FGM appears to have been carried out on a girl under the age of 18. Unless there is a good reason not to do so, the teacher should also discuss the matter with the DSL and consider involving Children's Social Care as appropriate.

Where a teacher suspects that a child may be at risk of FGM but does not have direct evidence that FGM has been carried out, they should follow the school's safeguarding procedures and report their concerns to the DSL without delay.

Further information can be found in the Multi-Agency Statutory Guidance on Female Genital Mutilation and associated government guidance.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. It is illegal to cause a child under the age of 18 to marry, even if violence, threats, or coercion are not used. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the *multi-agency guidelines: Handling cases of forced marriage*. Further information on forced marriage is available in guidance published by the Forced Marriage Unit. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmfco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alerted to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. Staff should report concerns without delay to the DSL, who will be familiar with local Prevent procedures and will consider the most appropriate course of action, which may include Family Help, referral to Children's Social Care, a Prevent referral or referral to the Channel programme.

In the event of a pupil leaving the School, the DSL will consider what safeguarding information should be shared with the receiving school or college, in accordance with data protection and information-sharing requirements. This may include information required to support a child who has experienced abuse, is vulnerable to exploitation or radicalisation, or is receiving support through the Channel process or other safeguarding interventions.

Special educational needs and/or disabilities (SEND), or pupils with certain health conditions: Pupils with SEND or certain health conditions can face additional safeguarding challenges.

These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges;
- being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in School or the consequences of doing so.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Children who are lesbian, gay or bisexual (LGB) and children who are questioning their gender: The School recognises that children who are lesbian, gay or bisexual (LGB) and children who are questioning their gender may be vulnerable to bullying, harassment, discrimination and other safeguarding concerns. The school will ensure that all pupils are treated with dignity and respect and that appropriate support is provided where required. Decisions affecting a child who is questioning their gender will be considered on a case-by-case basis, with safeguarding, welfare, parental involvement, appropriate professional advice and the best interests of the child at the centre of decision-making. It is important that staff create a culture in which pupils feel safe to speak out, share concerns and seek support, knowing that they will be listened to and taken seriously.

Domestic abuse: The Domestic Abuse Act 2021 introduced the first statutory definition of domestic abuse and recognises the impact of domestic abuse on children, who are victims if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse ensures that different types of relationships are captured, including current and former intimate partners and family members. The definition encompasses a range of abusive behaviours, including psychological, emotional, physical, sexual and economic abuse, as well as coercive and controlling behaviour.

Both the person carrying out the behaviour and the person towards whom the behaviour is directed must be aged 16 or over and be personally connected, as defined by the Domestic Abuse Act 2021. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child-to-parent abuse.

Anyone can be a victim of domestic abuse, regardless of sex, age, ethnicity, disability, sexual orientation, socio-economic background or religion. Domestic abuse can occur within the home, outside the home and through online and digital means.

All children can be adversely affected by domestic abuse within their home environment. Experiencing domestic abuse can have a significant and long-lasting impact on a child's emotional wellbeing, mental health, behaviour, relationships and educational outcomes. Children may witness abuse directly, hear incidents taking place, experience the aftermath of abuse, or be used as part of the abuse itself.

Young people can also experience abuse within their own intimate relationships. This form of child-on-child abuse is often referred to as teenage relationship abuse. Even where the statutory definition of domestic abuse does not apply, safeguarding procedures should be followed where there are concerns about a child's welfare or safety. Appropriate support should be provided for both victims and perpetrators

Domestic abuse is a safeguarding concern and may be linked to other forms of abuse, neglect, exploitation, serious violence, mental health difficulties and adverse childhood experiences. Any

concerns relating to domestic abuse will be managed in accordance with this Safeguarding and Child Protection Policy.

Operation Encompass: The school participates in Operation Encompass, a national initiative which supports children who may have been exposed to domestic abuse. Through Operation Encompass, the School may receive information from the police before the start of the next school day where a child has been present at, exposed to, or otherwise affected by a domestic abuse incident. This information is treated as confidential and is used to enable appropriate support and safeguarding arrangements to be put in place for the child. Support provided may include pastoral support, wellbeing check-ins, communication with parents where appropriate, and liaison with external agencies. The DSL and DDSs undertake Operation Encompass training and safeguarding trends may be reported anonymously to governors.

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The school should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness, they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

Children who are absent from education: A child being absent from school, particularly repeatedly or for prolonged periods, can be an indicator of a range of safeguarding concerns, including abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE) and serious violence. It may also indicate mental health difficulties, substance misuse, radicalisation, involvement in county lines activity, the risk of travelling to conflict zones, female genital mutilation (FGM), so-called 'honour-based' abuse or forced marriage. Staff must follow the school's procedures for responding to absence, particularly persistent absence and patterns of absence that may indicate underlying safeguarding concerns.

All unexplained absences will be followed up in accordance with the School's Attendance Policy and Missing Child Policy.

The school will inform the local authority of any pupil who is to be added to, or deleted from, the school's admissions register at non-standard transition points, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing education; and
- b) follow up with any child who may be at risk of not receiving a suitable education and who may be vulnerable to abuse, neglect, exploitation, radicalisation or other safeguarding concerns.

School attendance registers are carefully monitored to identify patterns, trends and emerging safeguarding concerns. The school will inform the local authority (and the local authority where the child is ordinarily resident, where different) of any pupil who fails to attend regularly or who has been absent without the School's permission for a continuous period of 10 school days or more, in accordance with local authority requirements.

Where a pupil's absence gives rise to a safeguarding concern, action will be taken in accordance with this policy. The school's attendance and safeguarding procedures support the early identification of abuse, neglect and exploitation and help to prevent children from becoming missing from education. This applies both to children whose needs are emerging and to those who are already known to Children's Social Care or who have a social worker.

are first emerging as well as where children are already known to the local authority children's social care and need a social worker.

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 (such as neighbours, friends, and acquaintances); 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.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

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 available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The school may refer some parents and carers to this service where appropriate.

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.

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 (2026). 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 always comply 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 will 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 SERVICE, 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 SERVICE and await advice from the LADO SERVICE 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 SERVICE

- (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 SERVICE.

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 SERVICE without the Chair of Governors being informed. The LADO SERVICE 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 SERVICE 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 2026). If the Chair of Governors (or Vice Chair) has contacted the LADO SERVICE 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 SERVICE.

The LADO SERVICE 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 SERVICE 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 SERVICE informally for advice before any investigation takes place and within one working day. The LADO SERVICE 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 SERVICE'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 SERVICE so as not to jeopardise statutory investigations. Borderline cases will be discussed informally with the LADO SERVICE without naming the school or individual until the LADO SERVICE 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 local safeguarding children partnership safeguarding arrangements. All such cases will be handled within the school without delay. All discussions with the LADO SERVICE 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 SERVICE, 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 SERVICE 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 SERVICE 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 considered 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 SERVICE advises that a strategy discussion is needed, or police or Children's Social Care 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 SERVICE, 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 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 explained 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 SERVICE's enquiries.

Where an investigation by the police or Children's Social Care is unnecessary, the LADO SERVICE 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 SERVICE 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 local safeguarding children 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 SERVICE when deciding 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 SERVICE 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 help 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 does not resign) 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 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.

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 SERVICE 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 suspension was justified.

Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO SERVICE 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 I understand the expectations, roles and responsibilities for staff around filtering and monitoring.
- 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 regarding the EYFS setting

This section should be read in conjunction with the Statutory Framework for the Early Years Foundation Stage (EYFS) and Keeping Children Safe in Education (2026).

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, you must report your concern immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL. The Head of EYFS will work closely with the DSL in relation to safeguarding concerns.

Child Protection Guidelines

- Volunteers must not begin working in any EYFS setting covered by the Early Years Foundation Stage framework until the school has received an enhanced DBS certificate, including barred list information, and suitability has been fully confirmed.
- 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 Qualifications

The school will ensure that staff qualifications and recruitment procedures comply with the requirements of the EYFS Statutory Framework and the School's Recruitment of Staff Policy. This includes carrying out all required pre-employment checks, obtaining and scrutinising references, verifying qualifications where appropriate, and ensuring that staff are suitable to work with children.

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. At least one person who holds a current full Paediatric First Aid (PFA) certificate will always be on the premises and available when children are present and will accompany children on EYFS outings where required by the statutory framework.

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' and 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 meeting basis between the manager and each staff

member, including teaching assistants, 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.

Electronic devices with image sharing capabilities within Rokeby EYFS

The school recognises the risks associated with online sharing of images, AI-generated imagery, image manipulation and deepfake technology. Any concerns regarding the creation, storage or sharing of images of children will be treated as a safeguarding matter and reported to the DSL.

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal electronic devices with image sharing capabilities.

Parents are requested:

- Parents may take photographs of their own child at authorised school events. Parents are asked to respect the privacy and safeguarding needs of all children when taking and sharing images.
- 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 always contact them in case of separation.
- Personal devices must not be used to take photographs, videos or audio recordings of children. Only authorised School devices may be used for this purpose.

- 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.

Screen Use

The school has regard to Government guidance on screen use for children in the Early Years, including the impact of screen time on children's health, development and wellbeing. The school's approach to screen use in the EYFS setting is age-appropriate and is set out in School's Acceptable Use Policy and EYFS Policy. Staff in the EYFS setting are aware of the risks associated with excessive or inappropriate screen use for young children and take steps to manage and limit children's exposure to screens in line with the guidance.

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 always supervised
- Children must usually be within sight and hearing of staff and always within sight or hearing.
- Staff under 17 must be always supervised.
- 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 childcare qualification. All members of the EYFS team will be on site and readily available if required

All staff working within the EYFS will be alert to signs of abuse, neglect, exploitation, radicalisation, mental health concerns, domestic abuse and child-on-child abuse, and will follow the school's safeguarding procedures without delay where concerns arise.

Prohibited Dogs

Dogs prohibited under Section 1 of the Dangerous Dogs Act 1991, including any dog of the XL Bully type, must not be kept on, brought onto, or permitted to enter the school premises at any time.

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