

7A: SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURE, INCLUDING ALLEGATIONS AGAINST ADULTS

Date Reviewed: Spring Term 2023

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Revision number: 16

Reviewed by: AM/ JS

In our school, safeguarding is everyone's responsibility

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

INTER-AGENCY WORKING

The school is committed to inter-agency working in order to secure the best levels of safeguarding for all of its pupils. The school contributes to inter-agency working in accordance with statutory guidance. The school works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. The school will also work within the requirements of their Safeguarding Partners and their Child Death Review partners which are now in place.

POLICY REVIEW

The school carries out an annual review of this policy. The school will remedy any deficiencies or weaknesses in child protection arrangements without delay and without waiting for the next policy review date, should any be necessary. Staff are invited to contribute to and shape safeguarding arrangements based on reflection and learning. Staff are invited to contribute to the review of this policy.

INFORMATION SHARING

Information sharing is vital in identifying and tackling all forms of abuse and neglect. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The Data Protection Act (2018) and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must**

not be allowed to stand in the way of the need to safeguard and promote the welfare of children. School staff should, therefore, be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. This includes the sharing of information without parental consent where there is good reason to do so, i.e. the risk of harm to the child will be increased.

Further details on information sharing can be found in [Data Protection: Toolkit for Schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

DEFINITIONS AND TERMINOLOGY

- 'Children' includes everyone under the age of 18
- 'DSL' refers to the school's named Designated Safeguarding Lead
- 'Designated Officer' refers to the person appointed by the local authority to deal with allegations against adults
- 'KCSIE 2022' refers to the statutory guidance Keeping Children Safe in Education

CIRCULATION

This policy is available on the School website <https://www.cameronvaleschool.com/contact-us/about><https://www.cameronvaleschool.com/contact-us/about-us/school-policies>

It is also available on the Staff Network and additional copies are provided for anyone on request from the School Office.

KEY SAFEGUARDING FACTS

**The safety and wellbeing of our pupils
is our number one priority**

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

We operate within a culture of openness and recognise and accept that abuse can happen in any organisation

We are a 'sharing organisation'
All concerns should be reported

All concerns about a child (including signs of abuse and neglect) must be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, to the Deputy Designated Safeguarding Lead (DDSL)

An allegation about another adult in school should be referred to the Headteacher

An allegation about the Headteacher should be referred to the Forfar Director of Schools

Any concern or 'nagging doubt' about an adult or child should be shared with the DSL or Headteacher

**This policy must be read alongside
'Keeping Children Safe in Education' – DFE Statutory Guidance**

CONTACT DETAILS FOR THE SCHOOL'S DESIGNATED SAFEGUARDING LEAD, THE SCHOOL'S BOARD LEVEL LEAD AND THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA (RBKC)

The Designated Safeguarding Lead (DSL) and the Deputy (DDSL) are the members of staff in school with responsibility for all aspects of child protection and safeguarding. Full contact details for relevant personnel of the RBKC are set out in Appendix 2 of this policy

SCHOOL CONTACTS	
DESIGNATED SAFEGUARDING LEAD (DSL)	<p>LARA VAN ROMBURGH: NURSERY MANAGER LVR@CAMERONVALESCHOOL.COM 0207 352 4040</p> <p>JADE MAYES: HEAD OF TEACHING AND LEARNING JM@CAMERONVALESCHOOL.COM 0207 352 4040</p>
DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSL)	<p>MADELEINE BALCAR HEAD OF LEARNING ENRICHMENT MB@CAMERONVALESCHOOL.COM 0207 352 4040</p>
DESIGNATED PRACTITIONER WITH RESPONSIBILITY FOR SAFEGUARDING IN THE EYFS	<p>LUISA FULCO NURSERY TEACHER LF@CAMERONVALESCHOOL.COM 0207 352 4040</p>
DESIGNATED LOOKED AFTER CHILDREN LEAD	<p>MADELEINE BALCAR HEAD OF LEARNING ENRICHMENT MB@CAMERONVALESCHOOL.COM 0207 352 4040</p>
PREVENT 2021 LEAD HEADTEACHER ATTENDANCE LEAD	<p>ALISON MELROSE HEADTEACHER HEAD@CAMERONVALESCHOOL.COM 0207 352 4040</p>
SAFER RECRUITMENT TRAINED	<p>ALISON MELROSE: HEADTEACHER JADE MAYES: HEAD OF TEACHING AND LEARNING LARA VAN ROMBURGH: NURSERY MANAGER</p>

FORFAR EDUCATION (PROPRIETOR) CONTACTS	
CEO FORFAR EDUCATION	JOHN FORSYTH: 07780 816294
BOARD LEVEL LEAD FOR SAFEGUARDING	JO STOREY: 07551740013
LOCAL AUTHORITY CONTACTS	
<p>THE LOCAL SAFEGUARDING CHILDREN PARTNERSHIP FOR THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA (RBKC)</p> <p>FOR CHILDREN IN NEED AND CHILDREN AT RISK OF HARM</p> <p><i>FOR CONCERNS ABOUT CHILDREN CONTACT THE LOCAL AUTHORITY IN WHICH THE CHILD RESIDES*</i></p>	<p>HAMMERSMITH AND FULHAM TEL: 020 8753 6600 FAMILYSERVICES@LBHF.GOV.UK</p> <p>KENSINGTON AND CHELSEA TEL: 020 7361 3013 (OUT OF HOURS – 020 7361 3013) SOCIALSERVICES@RBKC.GOV.UK</p> <p>CHELSEA/WORLD'S END: 0207 361 4194 PORTOBELLO: 0207 341 5786 LADBROKE GROVE: 0207 341 5790 WESTMINSTER: 020 7641 4000 ACCESSTOCHILDRENSSERVICES@WESTMINSTER.GOV.UK</p>
<p>THE LOCAL SAFEGUARDING CHILDREN PARTNERSHIP FOR THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA (RBKC)</p> <p>FOR ALLEGATIONS AGAINST STAFF OR VOLUNTEERS</p>	<p>KENSINGTON AND CHELSEA TEL: 020 7361 3013 <i>AND ASK TO SPEAK TO THE DUTY CHILD PROTECTION ADVISER*</i> KCLADO.ENQUIRIES@RBKC.GOV.UK</p>
CONTACT DETAILS CAN BE FOUND IN APPENDIX 2	

1. PURPOSE AND AIMS

The purpose of Cameron Vale School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's mental and physical health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

This policy will give clear direction to all staff including supply staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

This policy applies to all pupils in the school, including those in the Early Years.

This policy applies to all teaching, non-teaching, residential, pastoral, support, peripatetic, contract staff and ancillary staff, agency/supply staff, volunteers, non-school based Forfar staff and any other adults working at the school. All references in this document to "staff" or "members of staff" should be interpreted as relating to the aforementioned, unless otherwise stated. This also applies to adults in the early years phase of the school. Throughout the document, the term DSL is used for the Designated Safeguarding Lead.

This Safeguarding Policy and the Code of Conduct apply to all pupils and adults in the school, including when being educated off-site and undertaking an educational visit. They also apply to students who are on an exchange and being hosted by the school.

2. OUR ETHOS

The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the **best interests of the child.**

At Cameron Vale School we ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. We operate with the best interests of the child at their heart.

Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The systems we have in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

Throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). The Relationships Education, Relationships and Sex Education and Health Education will cover relevant topics in an age and stage appropriate way, through a planned, developmental curriculum enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources. Further information can be found in the DfE guidance: '**Teaching online safety in school.**' and '**Relationships Education, Relationships and Sex Education and Health Education.**'

Teaching children how to keep safe online (also see Cameron Vale E Safety Policy, PSHE Policy and Anti-Bullying Policy)

Cameron Vale primarily teaches children about safeguarding, including online safety, through the curriculum and PSHE.

There are a wide range of issues within online safety, but they can be categorised into three main areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes

The school has IT filters and monitoring systems in place, which are designed to protect children from inappropriate online experiences whilst at the same time giving them access to the wide range of online educational resources available. The IT filtering system is *Securly*, which allows for content to be filtered and for the safeguarding leads to monitor access to sites by both children and staff.

The School uses [South West Grid's for learning tool](#) to check whether the filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content).

Particular attention is paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation through promoting British values, with particular attention to the safe use of electronic equipment and the internet. Children are taught to understand the risks posed by adults or other children who use the internet and social media to bully, groom, abuse or radicalise others.

Internet safety is integral to the school's computing curriculum and is also embedded in the PSHE and RE curricula. Other opportunities to teach a wide variety of safeguarding issues are used in assemblies, and within current affairs and debating lessons. Classes regularly watch 'News Bites' and read and discuss 'First News' to raise awareness of events around the world. Concerns and questions are raised in class through circle time and via the school council. Tolerance, understanding and respect are core to the school values and Learning Habits. If staff have any concerns about a child regarding any aspects of online safety/behaviour they should follow the reporting procedures as set out in paragraph 8 of this policy.

The latest resources promoted by DfE can be found at:

- <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- The use of social media for on-line radicalisation:
- The UK Safer Internet Centre www.saferinternet.org.uk
- CEOP's Thinkuknow website www.thinkuknow.co.uk
- NSPCC <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/behaviour-children-young-people/>

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2020) and the RBKC Safeguarding Partnership arrangements.

As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; • has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child
- has a family member in prison, or is affected by parental offending;
- is persistently absent from education, including persistent absences for part of the school day.

3. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2022\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our [3 local safeguarding partners](#) (Local Authority, Police and Clinical Commissioning Groups).

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- [The Equality Act 2010](#) which aims to protect people or groups of people who have one or more ‘protected characteristics’. These protected characteristics are features of people’s lives upon which discrimination, in the UK is now illegal.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent 2021 duty](#), which explains schools’ duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

4. DEFINITIONS

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

‘Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. 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. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as Sharing of nudes and semi-nudes (‘sexting’) or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education 2022

(and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what’s appropriate and which terms to use on a case-by-case basis.

5. EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

6. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents. This includes making parents 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 LGBT to speak out and share their concerns.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour

policy, E-safety policy and the safeguarding response to children who go missing from education

- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extrafamilial 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 radicalization.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

6.1 THE DESIGNATED SAFEGUARDING LEAD

At Cameron Vale, our DSL's are:

- Lara Van Romburgh, EYFS Manager
- Jade Mayes, Head of Teaching and Learning

The DSL's takes lead responsibility for child protection and wider safeguarding in the school. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

If necessary, the DSL can be contacted out of hours as follows:

Lara Van Romburgh

Telephone: 07436 228269

e-mail: lvr@cameronvaleschool.com

Jade Mayes

Telephone: 07436 228269

e-mail: jm@cameronvaleschool.com

When the DSL is absent, the deputy will act as cover

- Madeleine Balcar, Head of Learning Enrichment

If the DSL and deputies are not available, Jo Storey, Group Education Lead, will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- The full responsibilities of the DSL and deputies are set out in their job description.

The DSL and deputies develop a complete safeguarding picture and are the most appropriate people to advise on the response to safeguarding concerns. The responsibilities of the DSL and DDSs are provided in job descriptions specific to this aspect of their school role. The School ensures that the DSL's full job description, as a minimum, includes all matters covered in KCSIE 2022 Annex B. They include:

- Being conversant with the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC) procedures and the role of other agencies.
- Following the school's safeguarding and child protection policies and co-ordinating child protection procedures in the school.
- Being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- Consulting with the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC) or LADO, as appropriate, on issues if an allegation or suspicion occurs and liaising with the various child protection agencies where appropriate.

- The DSL should use NPCC - When to call the police to help them understand when they should consider calling the police and what to expect when they do.
- Keeping the Head informed of all actions unless the Head is the subject of a complaint. In this situation, the DSL should consult with the Board Level Lead for Safeguarding, Jo Storey and/or Chairman, John Forsyth.
- Co-operating with any police and LADO investigations.
- Liaising with the Head, Board Level Lead for Safeguarding regarding training for all who work at the school on child protection issues.
- Attending appropriate higher level training every two years supplemented by informal updates as required, but at least annually.
- Undertaking training to facilitate the recognition of the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and ensure confidence in the capability to support SEND children to stay safe online”.
- Keeping appropriate records, sharing these with agencies as and when appropriate. Data protection considerations must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.
- Having a role in the oversight of the school’s e-safety provision, the teaching of online safety and the quality of the school’s filtering and monitoring
- The DSL must have details of any social worker linked to a child in the school.
- Supporting staff.
- Take responsibility, when a child leaves the school, for ensuring that the child protection file is transferred securely to the new school as soon as possible and obtaining confirmation of receipt. Such a transfer of information should be separate from the main pupil file. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. As a recipient of a child protection file from a previous school, the DSL must ensure that key staff, including the SENCO, are made aware as required.

The full responsibilities of the DSL and deputies are set out in Annexes 3 and 4 of this policy.

6.2 ROLE OF THE PROPRIETOR AND GOVERNORS

The Proprietor and Chairman of Cameron Vale School (John Forsyth, CEO Forfar Education) ensures that the safeguarding policy and procedures are effective and comply with the law at all times. This will include:

- Facilitating a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Ensuring all board level members receive Level 3 Child Protection and Safeguarding training.

- Evaluating and approving this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Being aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appointing a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL Making sure:
- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
- 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 recognized.

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

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

The Chairman delegates responsibility for board level oversight of safeguarding to Jo Storey.

Forfar Education receives a quarterly safeguarding report in advance of each meeting that records the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

6.3 THE HEADTEACHER

At Cameron Vale School the Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
 - Communicating this policy to parents/carers when their child joins the school and via the school website.
 - Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
 - Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly.
 - Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

7. TRAINING AND INDUCTION

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning

Be in line with advice from the 3 safeguarding partners

Have regard to the Teachers' Standards to support the expectation that all teachers:

- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

All permanent staff are provided with induction training and are provided with:

- *the school's Safeguarding Policy (to be read by all staff annually);
- *the staff code of conduct (including information on "whistle blowing");

- *the identity of the Designated Safeguarding Lead (DSL) and deputies
- *a copy of Part 1 of KCSIE 2022 (2022) (and Annex A for those staff who work directly with children)
- The pupil behaviour policy
- The acceptable use of technology policy and online safety
- Anti-bullying policy
- Medical and First-aid policy
- Health and Safety policy

Volunteers and temporary staff will be provided with the documents denoted above with an asterisk, as a minimum, and the degree of training offered will be determined on a risk assessed approach based on his/her role.

All staff must read at least Part One of KCSIE 2022 and Annex A and this policy annually. They must raise any issues if they are unsure of any procedures. For staff who cannot read English, or at all, steps will be taken to ensure that they understand key information.

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.
- At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

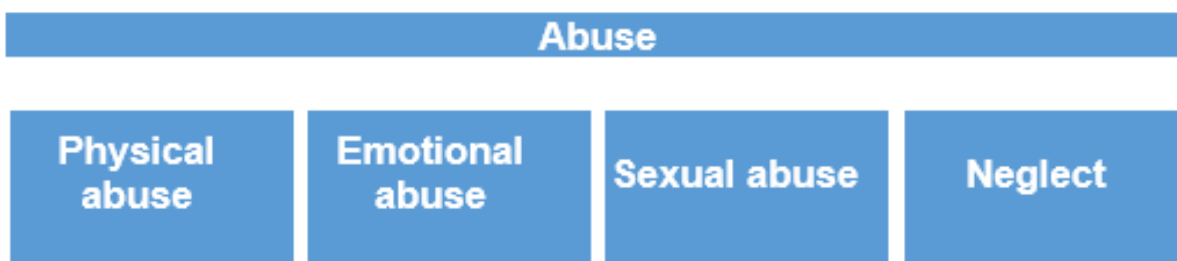
8. STAFF CONDUCT (ALSO SEE SEPARATE CODE OF CONDUCT FOR STAFF POLICY)

Staff should ensure their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to pupils (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, including social media.)

- Staff should always refer to the Head to seek advice if they are unsure by following self-notification procedures.

- Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times. Children must not be able to reach or touch any medication.
- Staff must not be under the influence of alcohol and/or proscribed drugs at any point whilst with the children or at school during working hours.
- If staff have any medical conditions and require medication which may affect their capacity to work this must be brought to the attention of the Head immediately.

9. TYPES AND SIGNS OF ABUSE



Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. 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.

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to **Appendix 1** of this policy for further detail of the types of abuse and possible signs of abuse.

10. PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

Working Together (2018, updated 2020) stresses the importance of creating an environment where staff feel able to raise any concerns and feel supported in their safeguarding role. Staff are in a unique position to talk to the child, to help, and to provide a safe haven and must take their safeguarding role seriously. If there is any concern at all about a child, these small incidents must always be recorded and reported to the DSL. It may not be one major incident which triggers a referral but a series of events, which taken alone may appear minor. It is therefore important that all concerns are recorded and reported to the DSL immediately.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

It is important for staff to be aware that young children will often reveal worries or concerns in an indirect way through their play rather than through specific disclosure. Staff may also become concerned about a pupil without specific concrete evidence. There may be a change in a pupil's behaviour or art/written work may show signs of confusion or distress. There may also be concerns raised about a parent's interaction with a child or issues such as parental alcohol/drug misuse, domestic violence or mental health. Staff must be alert to such instances and ensure they are reported and recorded.

With regard to non-mobile babies/children we recognise that accidents happen that may result in bruises, especially in mobile babies/children. However, it is highly unlikely that innocent bruising or other injuries may occur in non-mobile babies/children. It is a safeguarding requirement of RBKC Safeguarding Children Partnerships that any bruise/injury in a non-mobile baby/child is referred to the local safeguarding team.

The guidance below outlines the actions that staff members should remember when receiving a disclosure or when they have a safeguarding concern.

- Listen carefully and believe the child
- Remember that confidentiality must never be promised.
- Avoid any statements/body language which reveals your own views on the matter. A reaction of shock or disbelief could cause the child to stop talking or retract what he/she has said.
- Must not ask leading questions, that is, a question which suggests its own answer. "Use the TED Questions" formula below.
- If appropriate, let the child know they've done the right thing and that it is not their fault
- Explain what you will do next, if age appropriate - explain that you will speak to someone who will be able to help
- Do not attempt any form of investigation yourself or talk to anyone named as an abuser – this is not your role
- Do not attempt any examination or remove a pupil's clothes to look at an injury more closely.
- Under no circumstances should photographs be taken of a pupil's injury.
- Report concerns to the DSL immediately and make a written record of your concerns, using the school concern form (kept in the staffroom)
- The record should include the date, time and place of the conversation, who was present and what was said by the pupil. The record should use names, not initials.

- Written records should record the words used by the child as accurately as possible. They should contain facts and information only, avoiding personal opinion.
- Staff should make the record as soon as possible after speaking to the child and before the conversation is discussed with anyone else.
- Information should be treated confidentially and only shared with permission from the DSL on a 'need to know' basis.

TED Questions:

- **T**ell me about this
- **E**xplain what happened
- **D**escribe this to me

10.1 EARLY HELP

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with
- organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing alcohol and other drugs themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a child may benefit from early help should discuss this with the School's DSL or DDSL. If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an interagency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

10.2 IN-SCHOOL PROVISION FOR LISTENING TO CHILDREN (ALSO SEE CAMERON VALE PASTORAL CARE POLICY)

Cameron Vale School is a listening school. We encourage the children to tell an adult if they have any worries or concerns. Children can go to any member of staff with whom they feel comfortable; they can speak with their class teacher, teaching assistant or any member of staff of their choosing during break times, as well as at other times such as before or after school. Every class has PSHE lessons where sensitive topics are spoken about openly. Each class has a class council meeting, which is fed into the school council meeting where there is a representative from every class. Opportunities for pupils to be listened to by an independent listener or counsellor are made available when needed.

10.3 PUPILS WITH SEND

Children with SEND can face additional Safeguarding challenges and there may be additional barriers to recognising abuse and neglect in this group of children. This may include:

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability without further exploration
- Children with SEND being disproportionately impacted by issues such as bullying without showing any outward signs
- Children with SEND being unable to communicate instances of possible abuse

The school's behaviour policy make specific reference to dealing appropriately with SEND. Staff should be vigilant in relation to the bulleted points above, reporting any concerns to the DSL. Further guidance can be found in Appendix 1 of this policy.

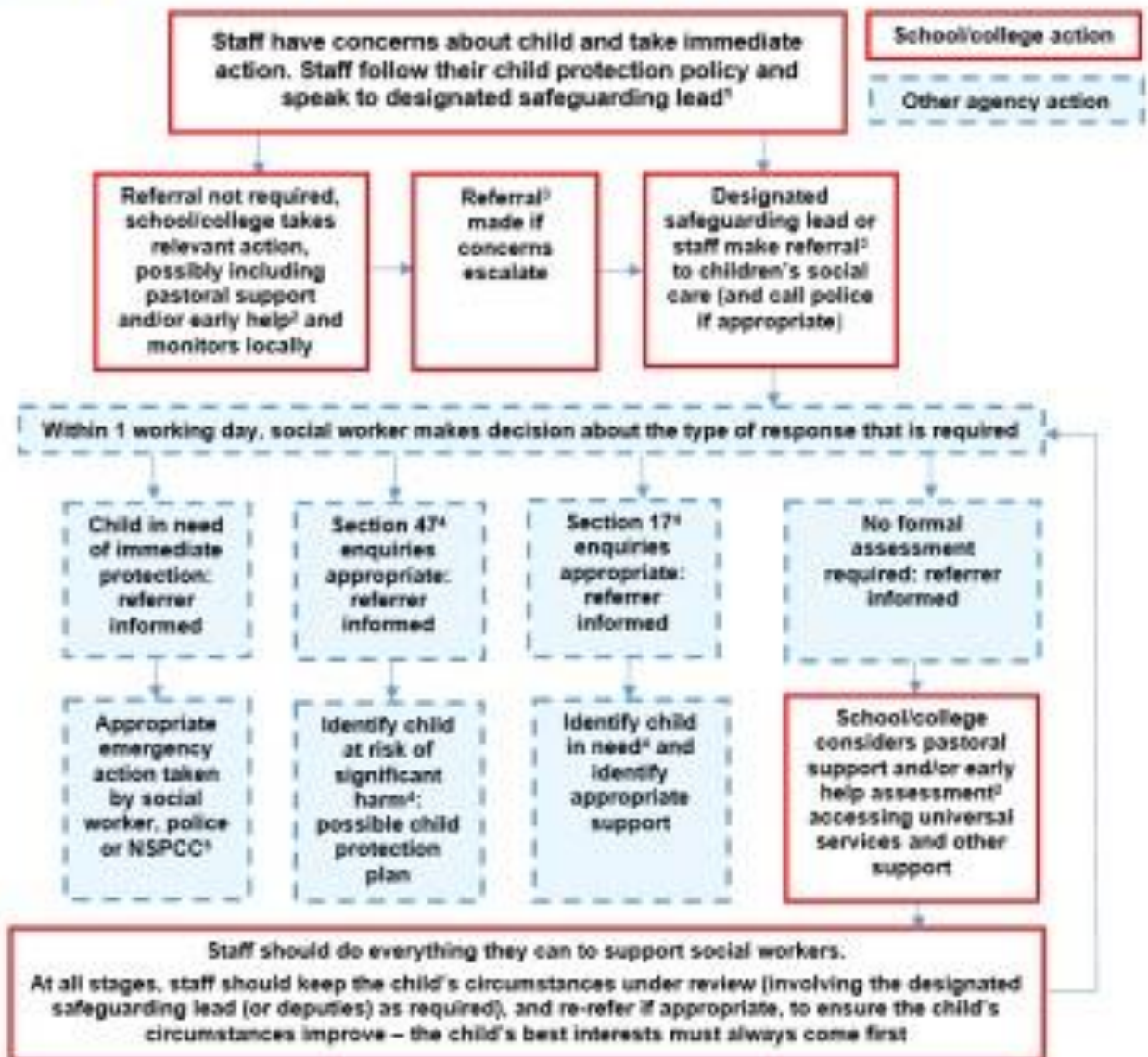
10.4 MENTAL HEALTH

The school takes the mental health of its pupils seriously (and as such the Designated Safeguarding Lead has specific training in Mental Health First Aid). All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. More information can be found in: [Mental health and behaviour in schools](#).

The DSLs and staff must be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume a colleague or another professional will take

action and share information that might be critical in keeping children safe. The DfE guidance 'information sharing advice for safeguarding practitioners (see link in Appendix 2) supports staff who have to make decisions about sharing information.

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

10.4 PRESERVING EVIDENCE

All evidence (which may include a pupil's work, scribbled notes, iPads, mobile phones containing text messages, computers) must be safeguarded and preserved.

If evidence is found on an electronic device, the device involved should be confiscated and set to flight mode or, if this is not possible, it should be turned off. Staff should not view images, look for further images, copy or print any images or forward images by email or any other electronic means.

10.5 REPORTING

A member of staff needs only reasonable cause for concern in order to act. One sentence from the child, indicating abuse or non-accidental injury, provides staff with reasonable grounds and is sufficient for them to act. This may also apply if clear information comes from a sibling or another adult. However, as many of the signs of child abuse are also commonly associated with other medical, social or psychological problems, a member of staff may naturally wish to discuss some initial concerns with the DSL. All suspicion or complaints of abuse must be reported only to the DSL, or if it involves the DSL, to the DDSL, who will liaise with the Head, (unless the Head is the subject of the suspicion or complaint).

10.6 ACTION BY THE DSL ON RECEIVING A REPORT

The DSL will contact the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC) if he or she believes a child may be in need or at risk of significant harm and may follow this up with a written referral to Child Protection and Safeguarding team. If appropriate, the child may well be told what action is being taken and what will happen next. Allegations against someone in a position of trust are the only cases that must be reported to the LADO. If there is room for doubt as to whether a referral should be made, the DSL may consult with appropriate professionals on an informal basis.

The DSL's options for action include:

- managing any support for the child internally via the school's own pastoral support processes
- an early help assessment or
- a referral for statutory services, for example, as the child might be in need, is in need, or suffering or likely to suffer harm

Action taken may also include:

- Sharing information with the Head, Board Level Lead for Safeguarding or DDSL
- Contacting the parents or carers
- Calling an internal pastoral meeting to discuss the situation – all appropriate persons would be invited (e.g. Class Teacher, Deputy Headteacher, SENCo). At this point a pastoral care plan may be instigated.

The action to be taken will take into account:

- Cameron Vale School's Safeguarding Policy.
- The procedures published by the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC).

- The nature and seriousness of the suspicion or complaint. Any complaint involving serious harm or a serious criminal offence will always be referred to the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC), the LADO (if the person under suspicion is in a position of trust) and the police without further investigation within the school.
- The wishes of the pupil, who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times, if the pupil is suffering or is at risk of suffering significant harm, when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes. The welfare of the child is paramount.
- The wishes of parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances.
- Any concern from the DSL that disclosing information to parents would put a child at risk. In this case, he or she will take further advice from the relevant professionals before making a decision to disclose.
- Duties of confidentiality, so far as applicable.
- The lawful rights and interests of the school community as a whole including its employees and its insurers.

10.7 REFERRAL GUIDELINES

When deciding whether to make a referral, following an allegation or suspicion of abuse, the DSL should not make their own decision over what appear to be borderline cases, but rather the doubts and concerns should be discussed with the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC). This may be done tentatively and without giving names in the first instance.

What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus, the school should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse. However, if sufficient concern develops that a child may be suffering or is at risk of suffering significant harm, a referral will be made without delay.

Contact will be made with the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC) within 24 hours of a disclosure being made. If the initial referral is made by telephone, the DSL will confirm the referral in writing within 24 hours of the initial telephone call. If no response or acknowledgement is received within three working days, the DSL will contact the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC).

11 CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but

especially the DSL or DDSL need to consider the context within which such incidents and/or behaviours occur. Known as contextual safeguarding, this simply means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to the child's safety and/or welfare. Children's social care assessments should consider such factors, so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

12 WHAT STAFF SHOULD DO IF A CHILD IS SEEN AS AT RISK OF RADICALISATION

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent 2021 Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles

- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. Further details can be found in Appendix 2 of this policy. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC) who will then alert the Police. Advice and support can also be sought from children's social care.

The School, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and DDSL and governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

13 WHAT STAFF SHOULD DO IF THEY DISCOVER AN ACT OF FEMALE GENITAL MUTILATION ('FGM')

All staff should speak to the DSL or DDSL about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 2 of this policy for the procedure to be followed where they suspect or discover that a pupil may be at risk of FGM.

14 WHAT STAFF SHOULD DO IF A CHILD GOES MISSING FROM EDUCATION

Children who go missing from education, particularly on repeat occasions, is a potential indicator of a range of safeguarding possibilities. The School's procedures for unauthorised absence and for dealing with children who go missing from education are to be found in the Attendance Policy. Further detail can also be found at Appendix 1 of this policy.

The School will report to the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC) a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

15 WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICE IN SCHOOL

Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's Whistleblowing procedures which can be found in the Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. If staff and volunteers feel unable to raise an issue with the School, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found in Appendix 2 of this policy.

16 ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF, VOLUNTEERS OR THE HEAD

(Also see Part 4 of KCSIE 2022 for further detailed advice. Also see Whistleblowing - separate Code of Conduct for Staff)

When dealing with allegations against the Head, staff, supply staff or volunteers, the school aims to strike a balance between the need to protect children from abuse and the need to protect the Head, staff, supply staff and volunteers from false or unfounded allegations. When deciding on whether to proceed the school should take note of the Harm Test, further details and guidance of which can be found here.

The school will follow the guidance in Part 4 of KCSIE 2022 (September 2022). The guidance in KCSIE 2022 (Part Four) should be followed where it is alleged that anyone working at Cameron Vale School, which provides education for children under 18 years of age, including supply teachers and volunteers 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 he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupil or pupils concerned and the need for a full and fair investigation. Where an allegation or complaint is made against the Head, this should be referred immediately to the Chairman of Cameron Vale School (John Forsyth) and/or Board Level Lead in charge of Safeguarding (Jo Storey) without informing the Head first. This will be done without consultation with the Head. The Board Level Lead for Safeguarding and/or Chairman will make immediate contact with the LADO.

Where an allegation or complaint is made against staff, volunteers or the DSL, the Head will be informed or, in his/her absence, the Board Level Lead for Safeguarding and/or Chairman, according to availability

If a decision is taken that a member of staff is suspended during the investigation the school recognises that this does not infer guilt. Under these circumstances any suspension is a 'neutral' act and no action should be viewed as an expression of opinion or judgement.

In the event of an allegation or complaint resulting in a member of staff being required not to come to school, because of suspension or other arrangements, where the school provides on-site accommodation for such a member of staff, he or she would be required to live off-site during this time. If it were not possible for offsite accommodation to be sourced by the member of staff, then the school would ensure suitable accommodation is provided.

- Any allegations about any staff, volunteers or contractors must be reported to the Head immediately.
- Any allegation made against the Head must be referred to The Chairman of Cameron Vale School (John Forsyth) and/or Board Level Lead in charge of Safeguarding (Jo Storey) without informing the Head first.
- Any allegation or concerns about the Proprietor (John Forsyth) or Board Level Lead (Jo Storey) must be referred directly to the LADO for the RBKC. (contact details can be found in Appendix 2)

All allegations must be referred to the LADO for the RBKC before any internal investigation takes place and within one working day.

If an allegation constitutes a possible serious criminal offence, or in the case of serious harm, or if a pupil is in immediate danger, it may be necessary to report the matter to the police immediately. The LADO should also be informed within one working day of all allegations that are made directly to the police. In borderline cases, discussions with the LADO can be held informally and without naming the individual.

If an allegation is made against anyone working with children in a school all unnecessary delays should be eradicated. Cameron Vale will not undertake its own investigations of allegations without prior consultation with the local authority designated officer or team of officers (LADO(s)), or in the most serious cases, the police, so as not to jeopardise statutory investigations.

If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per the school's behaviour policy.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's low-level concerns policy (*see below and separate policy*)

16.1 LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

At Cameron Vale School, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay; any concerns about the Headteacher should go to the Board Level Lead for Safeguarding, Jo Storey, who can be contacted by telephone on 07551740013 and e-mail js@forfaeducation.co.uk.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

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

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

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

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

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

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

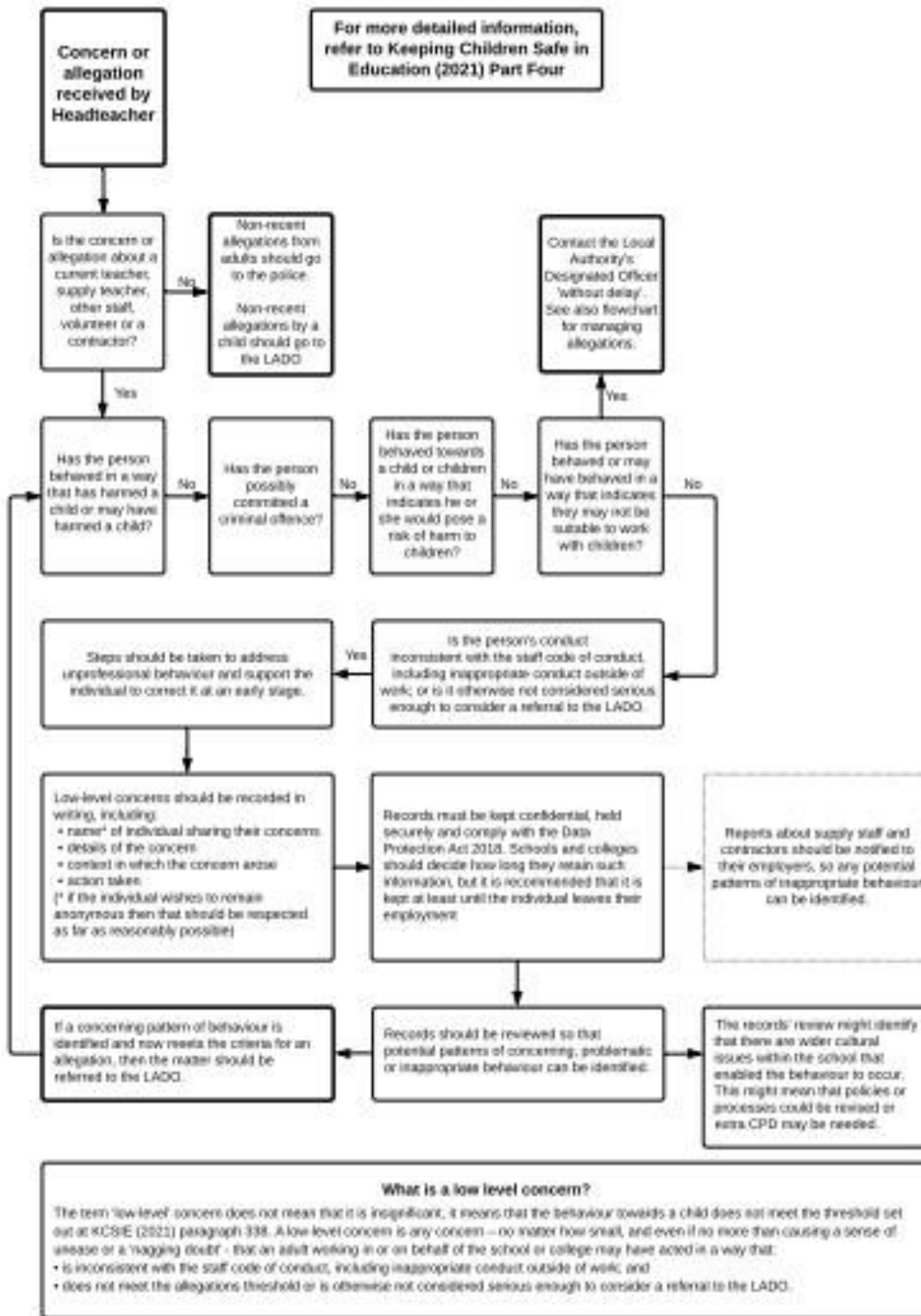
The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

See also Developing and implementing a low-level concerns policy (Farrer & Co)

[HTTPS://WWW.FARRER.CO.UK/GLOBALASSETS/CLIENTS -](https://www.farrer.co.uk/globalassets/clients-)

[ANDhttps://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf](https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf)[SECTORS/SAFEGUARDING/LOW-LEVEL-CONCERNS-GUIDANCE-2020.PDF](https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf)

Managing low level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors





16.2 THE FUNCTION OF THE LADO

The LADO will provide advice, guidance and help to determine whether a concern or allegation sits within the scope of safeguarding procedures. They have responsibility for ensuring the workforce is safe by managing allegations of abuse or misconduct of professionals working with children, offering advice and making referrals to the relevant bodies as appropriate. The LADO is responsible for raising awareness and understanding of safe working practices and safer recruitment, share learning based on experiences, to ensure that practice and services are constantly improved, help establish and aid an understanding of baselines from which we can measure the impact of services on children or young people. The LADO is also responsible for identifying gaps in service and service standards and reporting these to the Local Safeguarding Children Board.

Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Cameron Vale must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The school will give due weight to the views of the LADO and to the policy when making a decision about suspension.

From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so every effort will be made to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

17 REPORTING TO THE DISCLOSURE AND BARRING SERVICE (DBS) AND/OR TEACHING REGULATION AGENCY (TRA)

Any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child, will be promptly reported to the DBS. (DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, Email customerservices@db.s.gsi.gov, DBS helpline 03000 200 190). Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence.

'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. Cameron Vale will be asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of action in relation to safeguarding concerns.

Cameron Vale will make a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional

conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in Teacher Misconduct: disciplinary procedures for the teaching profession, (April 2018). Further guidance is also published on the TRA website.

18 CHILDREN IN NEED

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

19 CHILDREN SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Although decisions to refer a child to Children’s Services would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm. The DSL will discuss the concerns with the pupil’s parents/carers at the earliest appropriate opportunity.

These referral processes are also followed when there are concerns about children who may be at risk of being drawn into terrorism. The level of risk will identify the most appropriate referral, which could include Children’s Services and/or Channel. Contact details for agency involvement, is listed below, including those for support and advice about extremism, for example, the LA Prevent 2021 lead in Prevent 2021 priority areas, the local police force, 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and proprietors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Referrals following an allegation against a member of staff or volunteer are set out in this policy.

20 PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has

come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

21 ALLEGATIONS AGAINST PUPILS INCLUDING CHILD-ON-CHILD ABUSE (ALSO SEE THE SCHOOL'S ANTI-BULLYING POLICY, BEHAVIOUR POLICY AND SMSC POLICY)

The school takes a firm line in relation to possible child-on-child abuse. It can take on many forms, including:

- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling
- otherwise causing physical harm
- sharing of nudes and semi-nudes ('sexting')
- initiating/hazing type violence and rituals

With regard to sexual violence and sexual harassment, the school pays due regard to Part 5 of KCSIE 2022 (September 2022) and the separate DfE guidance "Sexual violence and sexual harassment between children in schools and colleges". The school holds and promotes a clear view that sexual violence and sexual harassment are never acceptable and will not be tolerated.

The school's procedures in relation to child on child abuse follow the DfE advice to adopt a "whole school" approach, involving all staff, pupils, governors and parents, as part of the school's broad approach to safeguarding. Central to such an approach are:

- (i) staff training so that staff know what to do if they have a concern about a child and
- (ii) a planned curriculum and extra-curricular programme, including assemblies, which takes a preventative approach through the setting of values and standards and the promotion of the fundamental British values, notably in this context, of respect and tolerance. Through the wider curriculum, including Relationships Education (Primary), Relationships and Sex Education (Secondary) and Personal, Social, Health and Economic Education (PSHEE), the school aims to provide pupils with an understanding appropriate to their age and stage of development of issues such as:
 - healthy and respectful relationships
 - what respectful behaviour looks like
 - consent

- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment are always wrong
- addressing cultures of sexual harassment.

Sexual violence and sexual harassment can occur between two children or a group of children of any age and sex. They may be physical and/or verbal and may occur online and offline. Children who are victims will likely find the experience stressful and distressing and their educational attainment could be negatively affected. Sexual violence and sexual harassment are never acceptable and the school will take all matters seriously and offer victims appropriate support. They will be considered as incidences of abuse and will not be tolerated. In particular, reports will not be allowed to be passed off, either by pupils or staff, as;

- banter
- just having a laugh
- part of growing up
- boys being boys

Research shows that it is more likely that girls will be the victims of sexual violence or harassment and more likely that boys are the perpetrators. Children with SEND are three times more likely to be abused than their peers. Further information is available in Part 1.4 of the DfE guidance, cited above. Such behaviour must be challenged, since it is normalised by being dismissed or tolerated.

21.1 DEFINITIONS

In this context, *sexual violence* is as defined in the Sexual Offences Act 2003. *Sexual harassment* is defined as unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to:

- violate a child's dignity
- make him or her feel intimidated, degraded or humiliated
- create a hostile, offensive or sexualised environment.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. It 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 and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment, (which may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence). It may include:
 - non-consensual sharing of sexual images and videos*.
 - sexualised online bullying
 - unwanted sexual comments and messages (including on social media) or sexual exploitation (coercion and threats).
- up-skirting; this is now a criminal offence, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

* UK Council for Child Internet Safety (UKCCIS) Sharing of nudes and semi-nudes ('sexting') advice provides detailed advice for schools and colleges; (refer to links in Appendix 2).

Harmful sexual behaviour is a term used to describe behaviour which is beyond that which is normal and developmentally expected, and can be problematic, abusive or violent. It can occur online and/or offline and should be considered in a child protection context. For further information, refer to the NSPCC guidance (see link in Appendix 2).

21.2 HANDLING A CONCERN

A pupil reporting sexual violence or sexual harassment will be offered support and every effort will be made to ensure that his or her education is not disrupted. Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Staff are provided with training to facilitate a calm and considered response to any concern.

A member of staff who receives a report of sexual violence or sexual harassment will take action in line with the standard guidance for dealing with disclosures, as identified in this policy. As with all concerns about the welfare of a child, all staff should act in the best interests of the child. The child making the report will be reassured, supported, taken seriously and kept safe. He or she should never be given the impression that reporting causes a problem, or be made to feel ashamed for making a report. In some cases, a third party, such as a friend, rather than the victim, may make the report. In such cases the same procedures will be followed, and it is important that the school understands why the victim has chosen not to make the report personally.

In overseeing the management of the concern, the DSL will consider, in line with overall safeguarding guidance, whether a referral should be made to children's social care and, where a crime may have been committed, will make a referral to the police.

The principles for handling a report of sexual violence or sexual harassment remain the same if the incident is alleged to have taken place off the school premises, or to have involved pupils from more than one school. In the latter case, appropriate information sharing and effective multi-agency working are especially important.

If possible, a report will be managed with two members of staff present, (preferably one of them being the DSL or deputy). However, this might not always be possible. The DSL should be informed as soon as practically possible, if he or she is not involved in the initial report. If the report involves illegal images of children, it is a key consideration that staff should not view or forward such images. If viewing such an image is unavoidable, the UKCCIS advice (see link in Appendix 2) provides more details on what to do.

When there has been a report of sexual violence, the DSL or deputy should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially his or her protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school

The risk assessment will be recorded and kept under constant review. Full details of the matters for the DSL to consider in managing a report are given in paragraph 61 onwards of the DfE guidance cited above. In summary these are:

- the wishes of the victim in terms of how he or she wants to proceed
- the nature of the alleged incidents
- the ages and developmental stages of the children involved
- any power imbalance between the children
- whether the incident is a one-off or a sustained pattern of abuse
- any ongoing risks to the victim
- any other related issues and wider context

The school may decide that the children involved do not require statutory interventions but may benefit from early help, as noted in the introduction to this policy, in which case, the process will be followed, as described in “Working Together to Safeguard Children”. In all situations, concerns, discussions, decisions and reasons for decisions will be recorded, according to normal safeguarding procedures.

21.3 SUPPORTING THE VICTIM

Further guidance: Further information and useful links to additional documentation can be found in Annex B of the KCSIE 2022 DfE guidance by following this [link](#).

21.4 SAFEGUARDING AND SUPPORTING THE ALLEGED PERPETRATOR

Due consideration will be given to the support and safeguarding needs of the alleged perpetrator. Children abusing other children may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school. The school will consider the balance of safeguarding the victim and providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions. These will be considered on a case-by-case basis. A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation, as determined by the Head. Careful liaison with children’s social care and the police, as appropriate, will aim to ensure that any action taken by the school will not prejudice an investigation and/or any subsequent prosecution. It is also important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a high level of support to help understand and overcome the reasons for such behaviour and help protect other children by limiting the likelihood of abusing again. The school will work with professionals as appropriate to provide support and to help alleged perpetrators understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again. Disciplinary action and appropriate support are not mutually exclusive; they can and should occur at the same time, where necessary.

In addition to the procedures in this policy, the school’s policy on behaviour, discipline and sanctions will apply. A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.

21.5 WORKING WITH PARENTS

The school will, in most instances, engage with both the victim’s and the alleged perpetrator’s parents or carers when there has been a report of sexual violence, though this might not be necessary or proportional in the case of sexual harassment. This will be considered on a case-by-case basis. The exception to this requirement is if there is a reason to believe that informing a parent or carer will put a child at additional risk. Careful consideration, based, where appropriate, on advice from relevant agencies, will be given to what information is provided to the respective parents or carers about the

other child involved and when this is provided. Further details on working with parents can be found in Annexe B of KCSIE 2022, starting on [page 135](#).

21.6 SAFEGUARDING OTHER CHILDREN

The school will consider carefully the safeguarding needs of other children, particularly any who may need support due to having witnessed sexual violence. Following an incident, it is likely that other children will 'take sides' and the school will be vigilant to do all it can to ensure that the victim, alleged perpetrator and any witnesses are not bullied or harassed, including via social media.

21.6 SUSPECTED HARM FROM OUTSIDE THE SCHOOL

A member of staff who suspects that a pupil is suffering harm from outside the school should seek information from the child with tact and sympathy using "open" and not leading questions (see TED questions) A sufficient record should be made of the conversation and given to the DSL for child protection.

22 SHARING OF NUDES AND SEMI-NUDES ('SEXTING')

Staff responsibilities when responding to an incident

If a member of staff is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'Sharing of nudes and semi-nudes ('sexting') or 'youth produced sexual imagery'), they must report it to the DSL immediately.

Staff must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

It should be explained that there is the need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

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

- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

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

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done by contacting the local neighbourhood police, dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes where learners are made aware that:

- not everything should be shared online or social media and that there are rules about this, including the distribution of images

Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality

- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

23 CHILDREN MISSING EDUCATION

The school views absence as an issue related to both safeguarding and educational outcomes. Measures have been taken to adopt the additional admissions and attendance requirements which came into force on 5th September 2016 with a view to minimising the occurrence of children missing from education. The school liaises with and reports to the Local Authority, as required, on these matters and may take steps that could result in legal action for attendance, or a referral to children's social care, or both. In accordance with the requirements of KCSIE 2022, the school holds, so far as is reasonably possible, more than one emergency contact number for each pupil.

Patterns of children missing education, particularly repeatedly, can be a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and children missing from education procedures. It is essential that they are assiduous in their prompt completion of attendance registers, liaise closely with the school office to resolve any unexplained absences, and report any concerns about absence to the DSL. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance is considered with other known factors or concerns. On a day-to-day basis administrative staff monitor registers for patterns of absence and the DSL undertakes a regular review of attendance records to analyse for patterns and trends.

The DSLs and staff consider the following, as appropriate:

Children missing lessons:

- Are there patterns in the lessons that are being missed?
- Is this more than avoidance of a subject or a teacher?
- Does the child remain on the school site?
- Is the child being sexually exploited during this time?
- Is the child late because of a caring responsibility?
- Has he or she been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Children missing single days:

- Is there a pattern in the day missed?
- Is it before or after the weekend suggesting the child is away from the area?
- Are there specific lessons or members of staff on these days?
- Is the parent informing the school of the absence on the day?
- Are missing days reported back to parents to confirm their awareness?
- Is the child being sexually exploited during this day?

- Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to the whereabouts of the pupil?

Children with continuous days of absence:

- Has the school been able to make contact with the parent?
- Is medical evidence being provided?
- Are siblings attending school (either our or local schools)?
- Did we have any concerns about radicalisation, FGM, forced marriage, honour-based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

24 LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. At Cameron Vale, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

The school's governance ensures that staff have the skills, knowledge and understanding to keep looked after children and previously looked after children (since they remain vulnerable) safe. In particular, this involves ensuring that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Staff should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child. In the RBKC the Virtual School Head is Beth Stockley.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children. Where there is a looked after, or previously looked after child at the school, a designated teacher will be appointed, who will work with local authorities to promote the educational achievement of such pupils. The school has appointed Mrs Madeleine Balcar as designated teacher for looked after children. She will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The school will provide appropriate training for such a role.

In paragraph 26 of KCSIE 2022 abuse is defined as:

'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. 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.'

25 SERIOUS VIOLENCE

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

All staff should be aware of the associated risks and understand the measures in place to manage these." What is serious violence?" The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant. Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response.

Early intervention is about recognising and responding to the indicators of potential vulnerability, providing early support that is effective. When a young person begins to show the signs of exploitation or vulnerability to exploitation, and therefore at increased risk from Serious Violence, we should be able to intervene as early as possible to help reduce the risk factors and increase the protective factors.

26 SAFER RECRUITMENT

(also see Cameron Vale Safer Recruitment Policy)

Cameron Vale School recognises the importance of following recruitment and selection procedures on the appointment of employees and volunteers which help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them. Recruitment procedures are carried out in accordance with guidance given in 'KCSIE 2022 (September 2022)'. To ensure safer recruitment, the procedures are designed to:

- Scrutinise applicants
- Verify identity
- Verify academic or vocational qualifications
- Obtain professional and character references
- Check previous employment history

- Ensure that a candidate has the health and physical capacity for the job
- Incorporate a face to face interview
- Include a barred list and Disclosure and Barring Services (DBS) check
- Include an overseas check equivalent to the DBS check for staff appointed directly from overseas
- Verify the applicant's right to work in the UK
- Include a prohibition order check (for those who undertake 'teaching work'*)
- Include a prohibition from management check (for the Head, those who are on the school's leadership team and for teaching heads of department)
- Include, when required, a self-declaration in respect of the Childcare Disqualification Regulations.

* 'Teaching work': a definition is provided in The Teachers' Disciplinary (England) Regulations 2012 and cited at paragraph 234 in the ISI Regulatory Handbook. The school will judge each appointment on a case by-case basis to determine whether the role includes 'teaching work'.

- As part of the shortlisting process, an online search will be undertaken as part of the school's due diligence on the shortlisted candidates. The aim is to help identify any incidents or issues that have happened, and are publicly available online, which the school may want to explore with the applicant at interview.

These procedures apply to all adults who may undertake a regulated activity (unsupervised) with the children in either a paid or voluntary capacity and any other staff where KCSIE 2022 requires checks to be undertaken. The school will verify that child protection checks and procedures listed above have been successfully undertaken for all staff employed by another organisation and who work with the school's pupils either at the school or on another site. This applies, for example, to visiting staff running activities or undertaking sports coaching, even where such staff are paid directly by the parents.

It is the responsibility of those who work or volunteer at the school, or with the school's pupils at a different venue, to inform the Head immediately if, during the time of their engagement with the school, their circumstances change in such a way that they become disqualified from working in childcare, prohibited from teaching or in any other way barred from working with children.

Where governing bodies or proprietors hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

26.1 EARLY YEARS FOUNDATION STAGE

Disqualification under the Childcare Act 2006

This legislation relates to staff working in the early years and those involved in childcare for children under the age of eight in before- and after-school settings. It concerns how people can be disqualified under the Childcare Act 2006, explains the changes made by the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. The key requirement on schools is that they must not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they themselves are 'disqualified' from childcare.

Early years childcare means education, care (excepting health care) and any supervised activity for a child from birth until 1 September following their fifth birthday. It applies to all early years provision during school hours, including in school nursery and reception classes, after-school clubs and wrap-around childcare.

Later years childcare means childcare (but not education, health care or co-curricular activities) for children under the age of 8. For children who are older than 'early years' but under the age of 8, the normal school day, after-school co-curricular educational clubs and health care are, therefore, not within scope of the regulations. This essentially means that only wrap-around childcare (crèche-like facilities before and after school) and holiday care constitutes later years childcare.

Although the word "employ" is used in the regulations, the guidance does not only apply to employees. Others such as volunteers, supply/agency staff, self-employed people, staff of other organisations contracted to provide childcare, governors who volunteer with the relevant groups or are directly concerned with their day to day management, are also potentially within the scope of the guidance. By contrast, those who are not involved in childcare are not within the remit of these regulations, for example, cleaners and kitchen staff.

In brief, where people are within the scope of the guidance, schools must either check themselves whether they are disqualified from childcare or ensure that others have done so.

The grounds for disqualification include, in summary:

- being on the DBS Children's Barred List;
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- any offence involving death or injury to a child (even if not specifically listed in guidance);
- being the subject of certain other orders relating to the care of children;
- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

Implementation

In summary, in order to fulfil its statutory, the school must take the following steps:

- inform relevant people of the legislation and keep a record of the date the information was provided;
- keep records, either on the Single Central Register (optional) or elsewhere, of staff employed to work in or manage relevant childcare and including the date disqualification checks were completed (eg declaration made).

Cameron Vale must notify Ofsted (not ISI, although ISI can be copied in) as soon as practicable, and within at least 14 days, where they are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified, including by association, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children. Staff are reminded regularly of their duties to disclose the relevant information. This forms part of the annual review of the safeguarding policies and procedures and will be discussed during whole school staff meetings at the start of the school year. In addition to the requirements outlined above in relation to the main school, Cameron Vale ensures that the Safeguarding policy and procedures also applies to the Early Years Foundation Stage.

27 ONLINE SAFETY AND THE USE OF MOBILE TECHNOLOGY

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras

Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.

Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website [here](#).

28 THE SCHOOL'S POLICY ON THE USE OF MOBILES AND CAMERAS (INCLUDING IN THE EYFS)

If staff take photos or videos of pupils, school events and children's work they must only use school equipment and cameras. Images can be saved on the school network if necessary (they should be added to the 'My School' section under 'Central Photo Store' on the staff shared area. Photos or videos of pupils must not be taken on personal mobile phones or any other camera/device. Anyone found to be contravening this will be in breach of staff code of conduct and may face disciplinary procedures. Photos of pupils used in Newsletters and school publications, should not include the name of the child pictured, to ensure individuals cannot be identified.

Parents sign a disclaimer (included in their Terms and Conditions) and also receive a photo opt in letter when they join the school. (Those who joined before September 2018 have signed an opt in permission form.) Parents may share photos and clips (e.g. from a Class Assembly) with fellow class parents, but under no circumstances must they share these on any websites, on the internet or on social networking/shared photo sites without the clear permission of the parents of the children in the photos/clips.

Personal mobile phones are not permitted in Early Years classrooms or anywhere Early Years children are present. All classrooms have landline phones.

There may be an occasion where mobile phones are needed in an emergency such as a PE lesson or on an Educational visit. The school provides a mobile phone for both PE lessons off site and educational visits.

29 SAFEGUARDING TRAINING

All staff are trained in accordance with regulatory guidelines and updated training happens throughout the year. Training records are available for all staff.

APPENDIX 1 –SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and children can therefore be vulnerable to multiple threats.

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

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

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

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

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and Sharing of nudes and semi-nudes ('sexting') put children in danger. Safeguarding issues can also manifest

themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and Sharing of nudes and semi-nudes ('sexting') issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; Sharing of nudes and semi-nudes ('sexting') ; and trafficking.

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](#). The guides explain each step of the process, 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. This may be useful for some parents and carers.

Children missing from education: All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

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.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator

or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. 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, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education. Children who have been exploited will need additional support to help maintain them in education.

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. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant. Further information on signs of a child's involvement in sexual exploitation is available in

Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

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 are exploited to move, store and sell 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 a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also 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 number of the 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;
- have been the victim or perpetrator of serious violence (e.g. knife crime); 127

- 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 and the National Referral Mechanism: 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 NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Cybercrime: Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre](#) - NCSC.GOV.UK

Domestic abuse: The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass: [Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

So Called 'Honour Based' Violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. It can include multiple perpetrators.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country

(especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence), teachers should follow the School's local safeguarding procedures.

If staff have a concern that a student may be at risk of HBV or has suffered HBV, they should speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form 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 as a way 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. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk. Further information can be found [here](#).

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 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.

There is no single way of identifying 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 different methods such as online. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL or DDSL making a referral to the Channel programme.

Special Educational Needs and/or Disabilities: Students with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Students with SEND are more likely to be abused by their peers. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the School has put in place the following pastoral support measures:

- All staff are reminded annually at INSET to be aware of the vulnerabilities of children with SEND, in particular to monitor them closely at break times and around the school;
- weekly meetings focus on vulnerable children;
- A quiet area in the playground for children who prefer a calmer environment;

Staff will support such students 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. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN.

Lesbian, Gay, Bi or Trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a student who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children who go missing from education or school: A child going missing is a potential indicator of a range of safeguarding possibilities, such as abuse or neglect. The School holds more than one emergency contact number for each student so additional options are available to make contact with a responsible adult when a child goes missing is also identified as a welfare and/or safety concern. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions.

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

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident of any student who fails to attend school regularly, or has been absent without the School's permission for a continuous period

of 10 school days or more, at such intervals as are agreed between the School and the local authority. Action should be taken in accordance with this policy if any absence of a student from the School gives rise to a concern about their welfare.

Homelessness: Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

Child on child abuse: 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
- 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).

Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing;
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
- broader changes in behaviour including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- abusive behaviour towards others.

Sexual violence and sexual harassment, as a type of child-on-child abuse, may overlap and can occur online and offline (both physical and verbal). Sexual violence are sexual offences of rape, assault by penetration and sexual assault. Sexual harassment is unwanted conduct of a sexual nature and 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. Examples of sexual harassment include sexual comments sexual "jokes" or taunting; physical behaviour such as deliberately brushing against someone; non-consensual sharing of sexual images and sexualised online bullying.

Mental Health: All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Every Mind Matters](#) for links to all materials and lesson plans.

APPENDIX 2

(If the named individual is not available, please ask for the person covering the post)

For concerns about children contact the local authority in which the child resides*

Kensington and Chelsea Duty Line – Tel: 020 7361 3013 (Out of hours – 020 7361 3013)

Chelsea/World's End 0207 361 4194

Portobello 0207 341 5786

Ladbroke Grove 0207 341 5790

Multi Agency Safeguarding Hub (MASH)

Karen Duncan

Tri-borough MASH Business Support Officer

Telephone: 020 7641 3991

Email: kduncan1@westminster.gov.uk

Menna Emmanuel

Specialist Community Public Health Nurse:

Telephone: 020 7641 5498

Email: menna.emmanuel@nhs.net

Debra Cox

Specialist Health Practitioner in MASH

Telephone: 020 7641 3485

Email: Debra.Cox@nhs.net

For case consultations or follow-up enquiries please contact the Duty Child Protection Adviser in the first instance on 020 7361 3013.

Sharon Aggor

Family Support and Child Protection Adviser

Mobile: 07929 822 2840

Email: sharon.aggor@rbkc.gov.uk

Sarah Stalker (Child Exploitation Lead)

Family Support and Child Protection Adviser (Monday/Tuesday and Wednesday only)

Telephone: 020 7598 4640

Mobile: 07971 322 482

Email: sarah.stalker@rbkc.gov.uk

Anna Richards

Family Support and Child Protection Adviser

Mobile: 07974 613 180

Email: anna.richards@rbkc.gov.uk

Sarah Mangold

Service Manager for Safeguarding, Bi-Borough

Mobile: 07984 016 841

Email: sarah.mangold@rbkc.gov.uk

For concerns about staff:

Local Authority Designated Officer (LADO / Management of Allegations)

Kensington and Chelsea

Please contact duty child protection officer for consultations and referrals

Telephone: 020 7361 3013

Email: KCLADO.Enquiries@rbkc.gov.uk

Aqualma Daniel

Safer Organisations Manager and Local Authority Designated Officer

Telephone: 07870 481 712

Email: Aqualma.Daniel@rbkc.gov.uk

Head of Safeguarding, Review and Quality Assurance

Angela Flahive, Head of Safeguarding, Review and Quality Assurance

Tel: 020 7361 3467

Mobile: 07971 320 888

Email: angela.flahive@rbkc.gov.uk

Safeguarding Lead for Schools and Education

Elaine Campbell

Bi-Borough Safeguarding Lead for Schools and Education

Tel: 020 7361 3000 / Mobile: 07712 236 508

Email: elaine.campbell@rbkc.gov.uk

Prevent 2021 (Radicalism and Extremism)

Contact the LBHF/ RBKC Prevent team on:

Telephone: 020 8753 5727

Email: prevent@lbhf.gov.uk

Education and Attendance

Wendy Anthony

Bi-Borough Head of Admissions and Access to Education

Telephone: 020 7745 6440

Email: wendy.anthony@rbkc.gov.uk

Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education:

Hilary Shaw

Safeguarding and Child Protection Schools and Education Officer

Mobile: 07817 365 519

Email: hilary.shaw@rbkc.gov.uk

Marissa Asli

Safeguarding and Education – Liaison and Training Co-ordinator

Mobile: 07739 315 432

Email: marissa.aslibangura@rbkc.gov.uk

Tri-borough Private Fostering

Rochell-Ann Naidoo

Tri-borough Senior Practitioner, Private Fostering Adviser

Telephone: 020 7641 7564

Email: rnaidoo@westminster.gov.uk

Tri-borough FGM

Gourita Gibbs

Child Protection Adviser

Telephone: 020 7641 1610

Email: ggibbs@westminster.gov.uk

*Specialism: Tri-borough Lead for Safeguarding Across Faith and Culture and FGM

Bi-borough PREVENT

Contact the local team on: Telephone:

020 8753 5727

Email: prevent@lbhf.gov.uk

Non-emergency police number – 101

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and proprietors:

020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Department of Education

Sanctuary Buildings, Great Smith Street, London SW1P 3BT. Telephone: 0870 000 2288

Website: <http://www.education.gov.uk/>

The DfE website offers guidance, information and links to all areas of education and training.

Department of Health, Metropolitan Police

Community Safety and Partnership Policy Unit (C020), New Scotland Yard, Broadway, London SE1H 0BG 020 7230 4216

NSPCC Weston Vale 42 Curtain Road LONDON EC2A 3NH

Tel: 020 7825 2500 (switchboard)

Email help@nspcc.org.uk

Tel: 0808 8005000 (child protection helpline)

Website www.nspcc.org.uk

NSPCC whistle-blowing helpline number: 0800 028 0285

Kidscape

Tel: 0845 1205 204 (Helpline) Tel: 020 7730 3300 (Office)

2 Grosvenor Gardens SW1W 0DH

Primary Child Protection Programme and Good Sense Defence www.kidscape.org.uk

Parentline

Westbury Vale, 57 Hart Road, Thundersley, Essex SS7 3PD 0808 800 2222

Provides support for parents under stress. List of local groups available www.parentlineplus.org.uk

- Ace 020 7354 8321
- Childline 0800 1111
- Children's Legal Centre 020 7359 6251

APPENDIX 3 - Job Description Designated Safeguarding Lead (DSL)

Written with reference to KCSIE 2022 Annex B

The school's Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team and takes the lead responsibility for safeguarding and child protection (including online safety).

Summary of role:

- To take lead responsibility for all safeguarding and child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise
- Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact
- To be available for staff to provide advice and discuss any child welfare and child protection matters.
- To take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Managing Referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The DSL is expected to:

- act as a point of contact with the three safeguarding partners
- liaise with the Head or proprietor to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, IT Technicians, and Head of Inclusion, the named person with oversight for SEN(D) at the school and the Mental Health First Aiders on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff.

Training

- The DSL (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The DSL undertakes Prevent 2021 awareness training. In addition to formal training, their knowledge and skills are refreshed via e-bulletins, reading safeguarding developments and meetings with other DSLs. This is to ensure that they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- 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. **Raise Awareness**

The DSL should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the three safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school Senior Leadership Team. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child Protection File

- Where children leave the school ensure their child protection file is transferred to the new school or as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt is obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the DSL (and deputies) should always be:

- available (during school hours) for staff in the school to discuss any safeguarding concerns.*
 - have arrangements for any out of hours/out of term activities.
- *In exceptional circumstances availability via phone and or Google Hangout Meet/Skype/Zoom Meeting or other such media is acceptable.

APPENDIX 4 - Job Description Deputy Designated Safeguarding Lead (DDSL)

Written with reference to KCSIE 2022 Annex B

The school's Deputy Designated Safeguarding Lead (DDSL) has been appointed by the Headteacher to support the DSL in all safeguarding, child welfare and child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise in the DSL's absence.

Summary of role:

To support the DSL and take the lead responsibility for all safeguarding, child welfare and child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise in the DSL's absence.

- Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact
- To be available for staff to discuss any safeguarding concerns.
- To support and, in the DSL's absence, take the lead role in:

Managing Referrals

The DDSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and refer cases where a crime may have been committed to the Police as required.

Work with others

The DDSL is expected to:

- act as a point of contact with the three safeguarding partners
- liaise with the headteacher to inform her 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](#).
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, IT Technicians, and Head of Inclusion, the named person with oversight for SEN(D) at the school and the Mental Health First Aiders on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff.

Training

- The DDSL undergoes training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The DDSL undertakes Prevent awareness

training. In addition to formal training, their knowledge and skills are refreshed via e-bulletins, reading safeguarding developments and meetings with the DSL. This is to ensure that they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent 2021 duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- 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.

Raise Awareness The

DDSL should:

- ensure the school’s child protection policies are known, understood and used appropriately;
- ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the three safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and the Senior Leadership Team (SLT). Their role could include ensuring that the school, and the staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child Protection File

- Where children leave the school, the DSL should ensure their child protection file is transferred to the new school or college 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 or college to have support in place for when the child arrives.
- The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. The file is transferred separately from the main pupil file. Key staff such as the DSL and DDSLs, SENCo or other named persons with oversight for special educational needs and disability (SEND) are aware as required.

Availability

During term time the DDSL should always be:

- available (during school hours) for staff in the school to discuss any safeguarding concerns.*
- have arrangements for any out of hours/out of term activities.

*In exceptional circumstances availability via phone and or Google Hangout Meet/Skype/Zoom Meeting or other such media is acceptable.

APPENDIX 5

KEY	
MASH	Multi-Agency Safeguarding Hub
LADO	Local Authority Designated Officer
KCSIE 2022	Keeping Children Safe in Education (2022)
DSL DDSL	Designated Safeguarding Lead Deputy Designated Safeguarding Lead
WT	Working Together (2020)
RBKC	Royal Borough of Kensington and Chelsea
LSCP	Local Safeguarding Children Partnership
EYFS	Early Years Foundation Stage
FGM	Female Genital Mutilation
DBS	The Disclosure and Barring Service