

# 1. SAFEGUARDING POLICY

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## SAFEGUARDING IN OUR SCHOOL

### Our aims and responsibilities

Our commitment is to safeguard and promote the welfare, physical and mental health, and safety of our pupils by creating and maintaining an open, safe, caring and supportive atmosphere. This includes:

- Proactively teaching pupils about safeguarding;
- Ensuring that systems and procedures are in place to protect pupils; and
- Acting in the best interests of the child.

All staff have the following responsibilities:

- Contribute to providing a safe environment in which all children can learn and flourish;
- Know what to do if a child tells you that he or she is being abused or neglected;
- Know what to do if you are concerned about the behaviour or conduct of an adult in the school;
- Manage the requirement to maintain an appropriate level of confidentiality;
- Refer any concern to the Designated Safeguarding Lead (DSL) or the Deputy DSL;
- Be aware of our local Early Help process and our role in it; and Identify children who may benefit from Early Help. Be aware of the process for making a referral to Children's Social Care and understand the role you might be expected to play in statutory assessments.

### COVID-19 AND SAFEGUARDING

Cameron Vale School is mindful of the current context of the coronavirus outbreak and this policy is written in accordance with current government guidelines and the document "Coronavirus (COVID-19): safeguarding in schools, colleges and other providers" (updated May 2020). This acknowledges that this safeguarding policy and processes described within it may be treated differently when compared to business as usual. Safeguarding is everyone's responsibility and anyone can make a referral, which will usually be to the school's DSL, but can be directly to Children's Social Care, if necessary.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- 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; and
- taking action to enable all children to have the best outcomes (KCSIE Sept 2020, p.5)

The school aims to:

- Ensure safe recruitment practices in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe
- Develop and implement procedures for identifying and reporting cases or suspected cases of abuse.
- Support a pupil who has been abused in accordance with his or her agreed child protection plan.
- Maintain a safe environment in which children can learn and develop.
- Communicate readily with the Local Safeguarding Children Partnership for the Royal Borough of Kensington and Chelsea (RBKC) whenever an allegation or disclosure of abuse has been made.

The school endeavours to provide a strongly supportive pastoral environment, in which children have a range of adults to whom they can turn, should they have a concern. These include the Class Teacher, Head of Lower School, Deputy Head or SENCo. Details of helplines are also available.

#### DEFINITION OF SAFEGUARDING

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's physical and/or mental health, or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

## 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 GDPR do not prevent the sharing of information for the purposes of keeping children safe. 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' refers to the statutory guidance Keeping Children Safe in Education

#### LEGAL STATUS

The Proprietor of Cameron Vale ensures an effective safeguarding/child protection policy is in place and that the arrangements outlined in this policy are fully implemented. This policy pays due regard to the following legal requirements:

- The DfE guidance document 'Keeping Children Safe in Education' (KCSIE September 2020), the updated guidance provided in the document 'Working Together to Safeguard Children' (July 2018) (WTSC) and 'Pre-School and later years (under-8's) childcare - Disqualification under the Childcare Act 2006' (March 2015), as amended in July 2018.
- Locally agreed inter-agency procedures with the Local Authority Safeguarding Children Partnership Arrangements for Hammersmith and Fulham, Kensington and Chelsea, Westminster.
- The school will participate as appropriate in 'common assessment framework' (CAF) or the 'team around the child' (TAC) approaches, or a 'co-ordinated offer of early help', in accordance with WTSC.
- The school recognises the importance of early help in school (see section 4, Procedures) and the difference between a concern and a child in immediate danger; in each case the DSL will work in accordance with WTSC 2015 and the LSCB referral thresholds.

This policy is updated annually, drawing on feedback from staff, and is published to all staff and volunteers and placed on the school website. This policy is based on KCSIE 2020 and any references to national guidance made within this document are in relation to the versions listed above. The school will always refer to the above statutory guidance as the benchmark for all safeguarding practice and decision making.

#### APPLICATION

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.

#### CIRCULATION

This policy is available on the School website <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)**

**In the event that a child is in immediate danger or at risk of harm, a referral should be made to Children's Social Care and/or the police immediately**

**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 & 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.

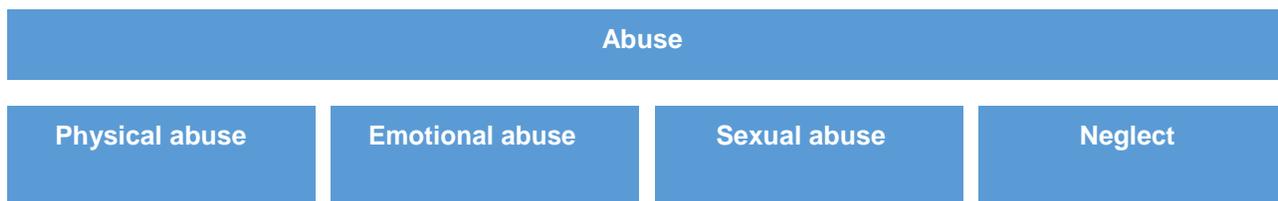
Full contact details for relevant personnel of the RBKC are set out in Appendix 2 of this policy

*(Due to recent legislation all Local Children Safeguarding Boards, including in the RBKC, are undergoing a period of reorganisation and will be replaced over the next year by a structure of Safeguarding Partners.)*

<b>SCHOOL CONTACTS</b>	
<b>DESIGNATED SAFEGUARDING LEADS (DSL)</b>	BRIDGET SAUL <b>HEADTEACHER</b> <a href="mailto:BS@CAMERONVALESCHOOL.COM">BS@CAMERONVALESCHOOL.COM</a> 0207 352 4040  CHLOE DORRINGTON <b>HEAD OF LOWER SCHOOL</b> <a href="mailto:CD@CAMERONVALESCHOOL.COM">CD@CAMERONVALESCHOOL.COM</a> 0207 352 4040
<b>DEPUTY DESIGNATED SAFEGUARDING LEAD (DDSL)</b>	ANNIE WORLLEDGE <b>RECEPTION CLASS TEACHER</b> <a href="mailto:AW@CAMERONVALESCHOOL.COM">AW@CAMERONVALESCHOOL.COM</a> 0207 352 4040
<b>DESIGNATED PRACTITIONER WITH RESPONSIBILITY FOR SAFEGUARDING IN THE EYFS</b>	CHLOE DORRINGTON <b>HEAD OF LOWER SCHOOL</b> <a href="mailto:CD@CAMERONVALESCHOOL.COM">CD@CAMERONVALESCHOOL.COM</a> 0207 352 4040
<b>DESIGNATED LOOKED AFTER CHILDREN LEAD</b>	BRIDGET SAUL <b>HEADTEACHER</b> <a href="mailto:BS@CAMERONVALESCHOOL.COM">BS@CAMERONVALESCHOOL.COM</a> 0207 352 4040
<b>PREVENT LEAD</b>	BRIDGET SAUL <b>HEADTEACHER</b> <a href="mailto:BS@CAMERONVALESCHOOL.COM">BS@CAMERONVALESCHOOL.COM</a> 0207 352 4040
<b>HEADTEACHER</b>	BRIDGET SAUL <b>HEADTEACHER</b> <a href="mailto:BS@CAMERONVALESCHOOL.COM">BS@CAMERONVALESCHOOL.COM</a> 0207 352 4040

<b>SAFER RECRUITMENT TRAINED</b>	BRIDGET SAUL <b>HEADTEACHER</b> MARY-ANNE MALLOY <b>DEPUTY HEADTEACHER</b>
<b>TEACHERS TRAINED IN MENTAL HEALTH FIRST AID</b>	MARY-ANNE MALLOY <b>DEPUTY HEADTEACHER</b> ZOE VENABLES <b>CLASS 2 TEACHER</b> DIANNE REDBOND <b>CLASS 2 TEACHING ASSISTANT</b>
<b>FORFAR EDUCATION (PROPRIETOR) CONTACTS</b>	
<b>CEO FORFAR EDUCATION</b>	<b>JOHN FORSYTH</b> 07780 816294
<b>BOARD LEVEL LEAD FOR SAFEGUARDING DIRECTOR OF SCHOOLS</b>	<b>DARREN COXON</b> 07834 750991
<b>LOCAL AUTHORITY CONTACTS</b>	
OUR SCHOOL FOLLOWS THE SAFEGUARDING PROTOCOLS AND PROCEDURES OF OUR SAFEGUARDING PARTNERS	<b>WESTMINSTER</b> 0207 641 4000 <a href="mailto:CHILDRENSSERVICES@WESTMINSTER.GOV.UK">CHILDRENSSERVICES@WESTMINSTER.GOV.UK</a>  <b>RBKC</b> 020 7361 3013 <a href="mailto:RUPINDER.VIRDEE@LBKC.GOV.UK">RUPINDER.VIRDEE@LBKC.GOV.UK</a>  <b>LBHF</b> 020 8753 6600 <a href="mailto:CHRISTINE.MEE@LBHF.GOV.UK">CHRISTINE.MEE@LBHF.GOV.UK</a>
<b>CONTACT DETAILS CAN BE FOUND IN APPENDIX 2</b>	

## 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- 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.

## PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

Working Together (2018) 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.

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 a 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.

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

## 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 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 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.

## 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.

## 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:

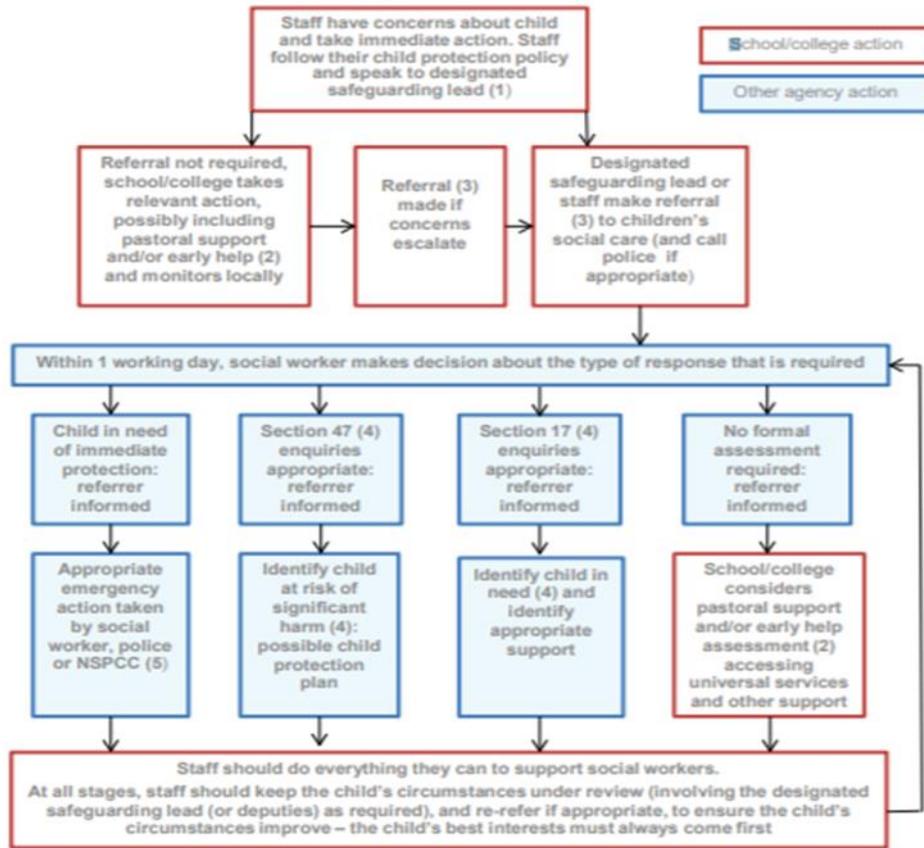
- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability without further exploration
- Children with SEND being disproportionately impacted by issues such as bullying without showing any outward signs
- Children with SEND being unable to communicate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

The flowchart: *Actions Where There Are Concerns About A Child*, is displayed in the staff room and the Head's office.

This document is for **information only** in advance of its publication on 2 September 2019, schools and colleges must continue to have regard to KCSIE 2018 until then.

### 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).

## 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.

## 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).

## 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, Head of Lower or Upper School, 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 a 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.

## REFERRAL GUIDELINES

When deciding whether to make a referral, following an allegation or suspicion of abuse, the Head and 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).

## 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 deputy 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.

## 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 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. 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.

## 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 student may be at risk of FGM.

## 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 student 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.

## 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.

## 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.

## 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 lead in Prevent 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.

## 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.

## THE ROLE OF THE DSL AND DEPUTY DSL

*A detailed job description of the DSL and DDSL can be found in Appendices 3 and 4 to this policy\**

Any concerns can be raised and discussed with the DSL. The DSL is also a source of support, advice

and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The DSL makes prompt contact with children's services where there are concerns that a child may be in need of help or at risk and/or with the police if a criminal offence is suspected. The DSL has links with the LSCB and keeps staff aware of child protection procedures and good practice. As outlined in KCSIE, Annex B, the role of the DLS includes:

### *Managing referrals*

- To refer all cases of suspected abuse to the local authority children's services and:
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or Police (cases where a crime may have been committed).
- Liaise with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

### *Skills*

- Understands the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Has a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and is able to attend and contribute to these effectively when required to do so.
- Ensures each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.

- Is alert to the specific needs of children in need, those with special educational needs and young carers.
- Keeps detailed, accurate, secure written records of concerns and referrals.
- Obtains access to resources and attend any relevant or refresher training courses.
- Encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

#### *Raising Awareness*

- The designated safeguarding lead will ensure the school policies are known and used appropriately
- Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governors and the proprietor 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 local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible by registered post. This should be transferred separately from the main pupil file, ensuring secure transit and that confirmation of receipt is obtained.
- When children join the school ensure any child protection information is passed on from the previous nursery/school

## TRAINING FOR THE DSL, STAFF, VOLUNTEERS AND THE HEAD

### *Training for staff and volunteers*

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/behaviour policy (including information on "whistle blowing");
- \*the identity of the Designated Safeguarding Lead (DSL) and deputy
- \*a copy of Part 1 of KCSIE (2020) (and Annex A for those staff who work directly with children)
- The pupil behaviour policy
- The acceptable use of technology policy and online safety

Volunteers and temporary staff will be provided with the starred documents, 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 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 Head and all staff who work with children are trained in child protection (including information about the risks of radicalisation and how to identify children and young people at risk) at least every three years in accordance with the recommendation of the RBKC. Annual refresher training is also provided, as well as other relevant information disseminated through staff meetings and staff briefings as required. The Designated Safeguarding Lead, who has up to date inter-agency training, may provide this training for other staff. Child Protection training also takes place via online training, re-reading policies or RBKC running INSET training. RBKC updates the school termly with relevant training to enable the school to determine the most appropriate schedule, level and focus for training. The Prevent strategy requires that schools ensure that all staff have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to

challenge extremist ideas and to know how to refer children and young people for further help. The contacts list in Appendix 2 is used for staff to contact for any queries regarding training and any safeguarding queries or concerns.

The DSL and DDSL are trained at least every two years in child protection and inter-agency working. They also have frequent updates, at least annually, on relevant issues. This training may be provided by the local social services department or an external agency. The required training content for the designated person is set out in Annex B of KCSIE and covers inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children. As the lead safeguarding professional in school, the DSL will have higher level training in the LSCB's Prevent strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology. This will be based on an understanding shared with local partners of the potential risk in the local area.

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

The school takes a firm line in relation to possible peer-on-peer 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
- 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 (September 2020) 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 peer on peer 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.

## 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) ○ 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) 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).

## 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.

## SUPPORTING THE VICTIM

Further guidance: Further information and useful links to additional documentation can be found at paragraph 66 of the DfE guidance.

## 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 in discussion with the DSL. 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.

## 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 the DfE guidance, starting at paragraph 71.

## 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.

## 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.

## SEXTING

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18-year old with or by adults. This is a form of child sexual abuse and must be referred to the police. See UKCCIS Guidance (2016): Sexting in Schools and Colleges for more information.

If an incident involving 'sexting' comes to the attention of a member of staff, it must be reported to the DSL or Deputy DSL immediately. Staff are advised:

- To never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to the child that you need to report it and give reassurance that they will receive support and help from the DSL.

The necessary support and any required sanctions following peer on peer abuse will be determined on a case by case basis. The Head will make the decision whether or not to suspend or exclude the pupil(s) involved.

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The school will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community. Appropriate support in school, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case by case basis depending on the circumstances.

To minimise the risk of peer-on-peer abuse, preventative strategies for peer on peer abuse are regularly considered. The school has an ethos where pupils feel safe to confide in staff and any derogatory language or behaviour is always challenged by staff. A high moral code and behavioural expectations are expressed and taught to the children in PSHE lessons and assemblies. PSHE lessons and the pastoral care system also give children opportunities to discuss disputes or difficulties. Children are aware of the roles of the DSL and DDSL and that they can also talk to any adult in School about any worries they may have about themselves or others.

## 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.

## STAFF CONDUCT (ALSO SEE SEPARATE CODE OF CONDUCT FOR STAFF POLICY – POLICY HANDBOOK SECTION 5)

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.

## TEACHING CHILDREN HOW TO KEEP SAFE INCLUDING 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 on-line educational resources available. The IT filtering system is *Securly*, which allows for content to be filtered and for the safeguarding team to monitor access to sites by both children and staff. 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](http://www.saferinternet.org.uk)
- CEOP's Thinkuknow website [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- NSPCC [https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour- children-young-people/](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/)

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

*(Also see Part 4 of KCSIE 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.

The school will follow the guidance in Part 4 of KCSIE (September 2020). The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in a school or college that 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, the DSL will report to and consult immediately with the Board Level Lead for Safeguarding and/or Chairman, according to availability. 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 Governor in charge of Safeguarding (Darren Coxon) without informing the Head first.
- Any allegation or concerns about the Proprietor (John Forsyth) 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.

## 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.

## REPORTING TO THE DISCLOSURE & 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@dbs.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.

## 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 2018, 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?

## 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 Miss Bridget Saul 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 42 of KCSIE 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. 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 another child or children.’

## SPECIFIC SAFEGUARDING ISSUES

Up-to-date guidance on specific safeguarding issues or concerns will be sought where necessary by the DSL. The DSL will attend relevant training and ensure that staff are aware of issues such as domestic violence, parents affected by drug or alcohol abuse, child sexual exploitation, female genital mutilation, fabricated or induced illness and understand the indicators and recognise the complexities of these issues for pupils. Extensive guidance on a wide variety of specific issues can be found in Annex A of KCSIE (September 2020).

## SAFER RECRUITMENT

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 (September 2020)’.

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’\*) and also an EEA

prohibition check for staff appointed to do teaching work from the EEA other than England (see Safer Recruitment guidelines and checklist for further detail)

- 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’.

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 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.

## 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

## MANAGEMENT OF SAFEGUARDING INCLUDING THE APPOINTMENT OF THE DESIGNATED PERSON.

The school has appointed an experienced and suitably qualified member of staff who is the member of the Senior Leadership Team as DSL to be responsible for matters relating to child protection and welfare and DDSLs with similar training, to act in their absence and take the lead should an allegation be made against the DSL.

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 DDSLs 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 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 & 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 and/or Chairman
- 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.

## ROLE OF THE PROPRIETOR AND GOVERNORS

The Proprietor (John Forsyth) ensures that the safeguarding policy and procedures are effective and comply with the law at all times. This includes:

- Ensuring that the school has an effective safeguarding policy, that clear procedures are in place, and that these are known to all members of staff and volunteers.
- That the school contributes to interagency working in line with WT through effective communication and good cooperation with local agencies.
- Ensuring that the school has appointed a DSL and DDSL with the necessary seniority and experience to fulfil their roles.
- Ensuring safer recruitment procedures are followed and that the Single Central Register is maintained accurately and checked on a regular basis.
- Ensuring that training for all staff is completed on a regular basis according to the guidance in
- KCSIE and the requirements of the LSCB.

The Proprietor meets with the Head at the end of each academic year (or more often if necessary) to review and update the policy and discuss and ensure its effective implementation. These meetings are minuted including any action required. Information presented to governors to support the review of safeguarding practices includes training records, referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the school and how these have been handled, the contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters.

### *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 Intranet). 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.

At least one person with a current paediatric first aid certificate is on the premises at all times when children are present and when children are on outings.

Physical intervention with a pupil by a member of staff is acceptable if needed to avert immediate danger or personal injury. If such an occasion should occur, the member of staff must inform the Head and a record will be kept. The parents must be informed on the same day or as soon as reasonably practicable. Corporal punishment is never used or threatened.

## RECENT SAFEGUARDING TRAINING

*All staff were given a copy of the revised KCSIE Part 1 (Sept. 2020) and Annexe A to read and the opportunity to discuss it and ask questions in the following staff meeting (07/09/20)*

- Annie Worlledge – DSL Training – April 2018
- Bridget Saul – Safeguarding: Designated Safeguarding Lead Level 3 – April 2021
- Chloe Dorrington – EYFS DSL Training – November 2019
- Designated Safeguarding Lead Level 3 – April 2021
- Additional Written Guidelines for all staff is available in the Staff Handbook (published by Hilary Shaw (RBKC) – also listed below in Appendix 2
- Staff also read, discuss the reviewed policy and procedures at the start of each academic year (as well as whenever updated)
- Prevent Training – All Staff – April 2018 (RBKC)

<b>Reviewed by</b>	Bridget Saul and Darren Coxon
<b>Approved by</b>	Darren Coxon
<b>Date</b>	March 2021
<b>Next Review</b>	September 2021

## APENDIX 1 – SIGNS AND TYPES OF ABUSE

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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 sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and 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; sexting; and trafficking.

**Child Sexual Exploitation (CSE):** CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE

does not always involve physical contact: it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of sexual exploitation:

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

CSE is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

**'County Lines':** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85.

**Child Criminal Exploitation:** CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;

- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

**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 [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

**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 shown 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 and the court system:** Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

**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.

**Children with family members in prison:** Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

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

**Homelessness:** 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. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

**Peer on peer abuse:** peer on peer abuse can take many forms and can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; up skirting (which is a criminal offence and typically involves taking a picture under a person's clothing without the knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation distress or alarm; sexting and initiating/hazing type violence and rituals. Girls, students with SEND and LGBT children are more at risk of peer-on-peer abuse.

Signs that a child may be suffering from peer-on-peer 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 peer on peer 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.

## APENDIX 2

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(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)*

### **For case consultations or Local Authority Designated Officer referrals, please contact the following**

*Sarah Stalker (CSE 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

*Rupinder Virdee*

Family Support and Child Protection Adviser

Mobile: 07989 155 271

Email: rupinder.virdee@rbkc.gov.uk

*Angela Clayton*

Family Support and Child Protection Adviser (Wednesday to Friday) Mobile: 07807 159 907

Email: angela.clayton@rbkc.gov.uk

*Sarah Mangold*

Tri-borough Safeguarding Practice Lead

Mobile: 07984 016 841

Email: sarah.mangold@rbkc.gov.uk

### **For concerns about staff:**

LADO consultations and referrals please contact the duty Child Protection Adviser on:

Telephone: 020 7361 3013

Email: KCLADO.Enquiries@rbkc.gov.uk

### **If you cannot reach a duty CP Adviser you can contact:**

Kembra Healy

Safer Organisation Manager and Local Authority Designated Officer (LADO) Telephone: 07522 217314

Email: kembra.healy@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](mailto:prevent@lbhf.gov.uk)



## **Tri-borough Multi-Agency Safeguarding Hub (MASH)**

*Karen Duncan*

Tri-borough MASH Business Support Officer

Telephone: 020 7641 3991

Email: [kduncan1@westminster.gov.uk](mailto:kduncan1@westminster.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](mailto: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](mailto:help@nspcc.org.uk)

Tel: 0808 8005000 (child protection helpline)

Website [www.nspcc.org.uk](http://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](http://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](http://www.parentlineplus.org.uk)



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

## APENDIX 3 - Job Description

### Designated Safeguarding Lead (DDSL)

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Written with reference to KCSIE 2020 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 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.

## APENDIX 4 - Job Description

# Deputy Designated Safeguarding Lead (DDSL)

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Written with reference to KCSIE 2020 Annex B

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

### 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 Head or principal 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 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 e 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 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 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 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.

### **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.

## APENDIX 5

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KEY	
<b>MASH</b>	Multi-Agency Safeguarding Hub
<b>LADO</b>	Local Authority Designated Officer
<b>KCSIE</b>	Keeping Children Safe in Education (2018)
<b>DSL</b>	Designated Safeguarding Lead
<b>DDSL</b>	Deputy Designated Safeguarding Lead
<b>WT</b>	Working Together (2018)
<b>RBKC</b>	Royal Borough of Kensington and Chelsea
<b>LSCB</b>	Local Safeguarding Children Board (all LSCBs are in the process of reorganisation and moving to a structure of safeguarding partners)
<b>EYFS</b>	Early Years Foundation Stage
<b>FGM</b>	Female Genital Mutilation
<b>DBS</b>	The Disclosure and Barring Service

