

HILL HOUSE

INTERNATIONAL JUNIOR SCHOOL



Child Protection and Safeguarding Policy and Procedures

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School Contacts

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|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| Deputy Designated Safeguarding Leads | Main School Karen Traut Tel: 020 7584 1331 Middle School Melanie Rickards Tel: 020 7730 9571 Lower School Ria de Giorgi Tel: 020 7730 9571 Small School Beth Heald Tel: 020 7351 7863 |
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1 Policy statement

At Hill House International Junior School (the **School**), we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We will always act in the best interest of the child.

- 1.1 The School's Child Protection and Safeguarding Policy and Procedures (**Policy**) has regard to statutory guidance *Keeping children safe in education (2020)* (**KCSIE**) and *Working Together*

to Safeguard Children 2019, Disqualification under the Childcare Act 2006 and Prevent Duty Guidance for England and Wales 2015, and:

- 1.1.1 has been authorised by the Proprietors of the School;
 - 1.1.2 is published on the School website and available in hard copy on request;
 - 1.1.3 can be made available in large print or other accessible format if required; and
 - 1.1.4 its procedures apply wherever staff, Proprietors or volunteers are working with pupils even where this is away from the School, for example an educational visit; and
 - 1.1.5 also applies to the Early Years Foundation Stage (**EYFS**) provision.
- 1.2 Every pupil should feel safe and protected from any form of abuse. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to:
- 1.2.1 Ensure that we practise safer recruitment in checking the suitability of staff, Proprietors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with: the guidance given in KCSIE; Disqualification under the Childcare Act 2006; the Education (Independent School Standards) Regulations 2014; the Statutory Framework for the Early Years Foundation Stage. See also the School's separate Recruitment, selection and disclosure Policy;
 - 1.2.2 ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff;
 - 1.2.3 follow the local inter-agency procedures of the Kensington and Chelsea and Westminster Local Safeguarding Partners (LSP);
 - 1.2.4 be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
 - 1.2.5 deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his / her agreed child protection plan;
 - 1.2.6 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
 - 1.2.7 be alert to the needs of children with physical and mental health conditions. The school acknowledges that mental health concerns may be an indicator that a child has suffered or may be suffering, abuse, neglect or exploitation. While staff are not expected to be mental health experts, they should pass any concerns to the school's safeguarding team.;

- 1.2.8 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
 - 1.2.9 assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
 - 1.2.10 identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
 - 1.2.11 teach pupils about safeguarding, for example through use of online resources, through the curriculum and PSHE, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help (see also the School's Online Safety Policy and Pupil Acceptable Use Policy);
 - 1.2.12 ensure that School premises are as secure as circumstances permit;
 - 1.2.13 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area; and
 - 1.2.14 have regard to regulations and standards issued by the Secretary of State for Education (**DfE**) in accordance with section 94 of the Education and Skills Act 2008 and sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations.
- 1.3 KCSIE defines safeguarding and promoting the welfare of children 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. The *Prevent Duty Guidance for England and Wales* emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- 1.4 Related policies
- 1.4.1 The following policies, procedures and resource materials are also relevant to the School's safeguarding practices:
 - (a) Code of Conduct for Staff
 - (b) Whistleblowing Policy
 - (c) Recruitment, selection and disclosure Policy
 - (d) Anti-bullying Policy

- (e) Policy on Conduct and Behaviour
- (f) Online Safety Policy
- (g) Acceptable Use Policy
- (h) Risk Assessment Policy for Pupil Welfare
- (i) Missing Pupil Policy
- (j) Medical Policy
- (k) Behaviour Policy
- (l) Children Missing Education Policy

These policies procedures and resource materials are available to staff and hard copies are available on request.

2 The Designated Safeguarding Lead

- 2.1 The School's Proprietors have appointed a member of staff of the School's senior leadership team with the necessary status and authority (**Designated Safeguarding Lead**) to be responsible for matters relating to child protection and welfare.
- 2.2 The Designated Safeguarding lead will ensure that the school knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this group.
- 2.3 The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.
- 2.4 Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the child's Head of House, Senior Tutor or the Headmaster who will notify the Designated Safeguarding Lead in accordance with these procedures.
- 2.5 The Designated Safeguarding Lead should 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 leadership staff.
- 2.6 The name and contact details of the Designated Safeguarding Lead are set out in the School Contacts list at the front of this Policy. The main responsibilities of the Designated Safeguarding Lead are set out in Appendix 1.
- 2.7 If the Designated Safeguarding Lead is unavailable his / her duties will be carried out by the Deputy Designated Safeguarding Leads. The Deputy Designated Safeguarding Leads' details are also set out in the School Contacts list and in Appendix 1. In this Policy, reference to the

Designated Safeguarding Lead includes the Deputy Designated Safeguarding Leads where the Designated Safeguarding Lead is unavailable.

- 2.8 The Designated Safeguarding Lead is sufficiently removed from the Proprietors, in order to fulfil their duties.

3 Duty of staff, Proprietors and volunteers

- 3.1 All staff, Proprietors and volunteers of the School are under a general legal duty:

3.1.1 to protect children from abuse;

3.1.2 to be aware of the terms and procedures in this Policy and to follow them;

3.1.3 to know how to access and implement the procedures in this Policy, independently if necessary;

3.1.4 to keep a sufficient record of any significant complaint, conversation or event in accordance with this Policy; and

3.1.5 to report any matters of concern in accordance with this Policy.

- 3.2 Staff connected to the School's Early Years and Later Years provisions are under an on-going duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Recruitment, selection and disclosure Policy for further information about this duty and to their contract of employment in respect of their on-going duty to update the School.

- 3.3 The Proprietors ensure that the School's safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Partnership. The Designated Safeguarding Lead takes leadership of the School's safeguarding arrangements on behalf of the Proprietors and liaises with external agencies where this is required.

3.4 Social Worker

- 3.4.1 The school expects the Local Authority to inform the school where a social worker has been allocated to a child on roll. The Designated Safeguarding Lead will use this information to make decisions in the best interest of the child. This support may be both pastoral and or academic support, alongside action by statutory services.

3.5 Induction

- 3.5.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes:

(a) this Policy;

(b) The Code of Conduct for Staff including the Whistleblowing Policy;

(c) the role of the Designated Safeguarding Lead and his / her identity and contact details together with that of and his / her Deputies;

- (d) child protection training in accordance with Local Safeguarding Partnership procedures;
- (e) a copy of Part 1 of *Keeping children safe in education (2020)*;
- (f) the online general awareness training module on Channel and FGM;
- (g) The behaviour policy; and
- (h) The school's response to children missing education

3.6 Child protection training

- 3.6.1 All staff including the Headmaster will receive a copy of this Policy and Part 1 of *Keeping children safe in education (2020)*, and will be required to confirm that they have read these.
- 3.6.2 The Headmaster and all staff members will undertake appropriate child protection training which will be updated every three years and following consultation with the Local Safeguarding Partnership . Training will include guidance on the duties of staff in relation to both children in need and children at risk of harm.
- 3.6.3 Staff development training will also include training on online safety and, where they have not been able to access other Prevent training assessed as appropriate for them by the School, the online general awareness training module on Channel.
- 3.6.4 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyber bullying and mental health.
- 3.6.5 The Nominated Safeguarding Proprietor will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

3.7 Designated Safeguarding Lead

- 3.7.1 The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals. For further details about the training of the Designated Safeguarding Lead, see Appendix 1.
- 3.7.2 Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.
- 3.8 All training will be carried out in accordance with Local Safeguarding Partnership procedures.

4 Procedures

4.1 Complaints of abuse

- 4.1.1 Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this Policy.

4.1.2 The child protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in Appendix 2.

4.1.3 If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out in Appendix 3 must be followed. See paragraph 4.3 and Appendix 4 for the procedures for dealing with allegations against staff and volunteers.

4.1.4 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for reconsideration.

4.1.5 All staff are particularly reminded:

They must have read:

- *Keeping children safe in education (2020)* [Part One]; and school leaders and staff that work directly with children should also read Annex A
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- School’s Behaviour Policy
- School Policy for Children Missing Education

(a) From October 2015, the Serious Crime Act set out a duty that professionals, including teachers must report to the police cases where they discover that an act of female genital mutilation appears to have been carried out. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children’s social care. The duty does not apply in relation to at risk or suspected cases. Normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism

(b) So-called ‘honour-based’ violence (HBV) 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. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

4.1.6 Where staff is concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

4.2 Action by the Designated Safeguarding Lead

- 4.2.1 On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:
- (a) the local inter-agency procedures of the Local Safeguarding Partnership ;
 - (b) where relevant, local information sharing protocols relating to Channel referrals;
 - (c) the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist-related activity, will always be referred to children’s social care and, if appropriate, the police;
 - (d) the child’s wishes or feelings; and
 - (e) duties of confidentiality, so far as applicable.
- 4.2.2 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with children’s social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to children’s social care will be made without delay (and in any event within 24 hours).
- 4.2.3 If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to children’s social care within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact children’s social care again.
- 4.2.4 In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with children’s social care and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary. Decisions to seek such support for a pupil will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the pupil will be at risk of significant harm.
- 4.2.5 Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

4.3 Dealing with allegations against staff, including supply teachers, Proprietors and volunteers

- 4.3.1 The School has procedures for dealing with allegations against staff, Proprietors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff, Proprietors and

volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of KCSiE.

- 4.3.2 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (**LADO**). The LADO will be informed immediately and in any event within one working day of all allegations against staff, Proprietors and volunteers that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 4.
- 4.3.3 Detailed guidance is given to staff, proprietors and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Code of Conduct for Staff and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.
- 4.3.4 Staff and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School, potential failures by the School or its staff to properly safeguard the welfare of pupils or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.

4.4 Allegations against pupils

- 4.4.1 Allegations against pupils should be reported in accordance with the procedures set out in this Policy. A bullying incident will be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Policy on Conduct and Behaviour will apply.
- 4.4.2 The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.
- 4.4.3 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that an appropriate adult supports the pupil during the interview.
- 4.4.4 Where an allegation is made against a pupil, both the victim and the perpetrator will be treated, as being at risk and safeguarding procedures in accordance with this Policy will be followed.

4.5 Missing child and children missing from education procedures

4.5.1 Missing Child

- (a) All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure

includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

- (b) Please see the School's separate Missing Pupil Policy for further details.

4.5.2 Children Missing from Education

- (a) Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.
- (b) We monitor attendance carefully and address poor or irregular attendance without delay.
- (c) We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the School as soon as possible if the numbers change.
- (d) The School shall inform the applicable local authority (within which the pupil resides when not at the School) of any pupil who is going to be deleted from the admission register where he /she:
- (i) has been taken out of school by his /her parents and are being educated outside the school system e.g. home education;
 - (ii) has ceased to attend the School and no longer live within reasonable distance of the School;
 - (iii) has been certified by the School medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the School after ceasing to be of compulsory school age;
 - (iv) is in custody for a period of more than four months due to a final court order and the School does not reasonably believe he/she will be returning at the end of that period; ,
 - (v) has been permanently excluded; or
 - (vi) has been withdrawn from the School and we are unable to confirm the name of his / her new school.
 - (vii) We will ensure that pupils who are expected to attend the School, but fail to take up the place will be referred to the local authority.
 - (viii) When a pupil leaves the School, we will record the name of the pupil's new school and their expected start date.

- (e) The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to:
 - (i) fulfil its duty to identify children of compulsory school age who are missing from education; and
 - (ii) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.
- (f) The School shall inform the applicable local authority of any pupil 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 (or in default of such agreement, at intervals determined by the Secretary of State).

4.6 Special Educational Needs and/or Disabilities

- 4.6.1 Children and young people with special educational needs and disabilities can face additional safeguarding challenges because: there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- 4.6.2 Children with SEN and/or disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers
- 4.6.3 At the School, we identify pupils who might need more support to be kept safe or to keep themselves safe by:
 - (a) Close monitoring of the children on the LE register by LE department
 - (b) Close monitoring of the children on the LE register by LE department;
 - (c) Transition meetings between pastoral leaders and the LE department;
 - (d) Ensuring all teachers of children on the LE register are fully supported by LE teachers, this includes but is not limited to the sharing of SEN Support Plans each year

4.7 Mental Health

- 4.7.1 All Staff are made 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.
- 4.7.2 While the School is aware that only trained professionals should attempt to make any diagnosis of a mental health problem, we do believe that the staff are well placed to observe children on a day-to-day basis and are able to identify behaviour that suggest that a child may be experiencing a mental health problem or be at risk of developing one.

- 4.7.3 The School also recognises that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood.
- 4.7.4 Mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse. The proprietors therefore ensure that there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate where necessary. This may involve external support.

4.8 Peer on Peer Abuse

- 4.8.1 Staff should be aware that safeguarding issues could manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:
- (a) bullying (including cyber bullying);
 - (b) physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - (c) sexual violence and sexual harassment;
 - (d) gender-based violence;
 - (e) sexting (also known as youth produced sexual imagery);
 - (f) initiation-type violence and rituals; and
 - (g) upskirting
- 4.8.2 Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.
- 4.8.3 We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the School’s Behaviour Policy.
- 4.8.4 Occasionally, allegations may be made against students by others in the School, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:
- (a) is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
 - (b) is of a serious nature, possibly including a criminal offence
 - (c) raises risk factors for other pupils in the School
 - (d) indicates that other pupils may have been affected by this student

- (e) indicates that young people outside the school may be affected by this student

4.8.5 At the School, we will support the victims of peer on peer abuse by

- (a) utilising the Senior Tutor to provide close pastoral support
- (b) following the School Behaviour Policy
- (c) complying with the Human Rights Act 1998
- (d) not unlawfully discriminate against pupils because of their protected characteristics
- (e) advancing equality of opportunity between different groups, fostering good relationships.

4.9 Sexting

4.9.1 In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

4.10 Private Fostering

4.10.1 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.

4.10.2 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.

4.10.3 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.

4.10.4 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.

4.10.5 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.

4.10.6 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.

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

4.11 Online Safety

4.11.1 When children use the School's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan.

4.11.2 To minimise inappropriate use, as a school we do not allow children to bring their own devices into the School. Children who travel home alone and rely on a mobile phone, must leave these in the front office.

4.11.3 The school actively filters and monitors online content through a third party.

4.11.4 This policy should be read in conjunction with the Online Safety Policy.

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

4.12.1 CSE is a form of child 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.

4.12.2 CCE is a form of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity.

4.12.3 The imbalance can be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

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

4.12.5 Indicators of both forms of child exploitation may include:

- (a) Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- (b) Gang-association and/or isolation from peers/social networks;
- (c) Exclusion or unexplained absences from school, college or work;
- (d) Leaving home/care without explanation and persistently going missing or returning late;
- (e) Excessive receipt of texts/phone calls;

- (f) Returning home under the influence of drugs/alcohol;
- (g) Inappropriate sexualised behaviour for age/sexually transmitted infections;
- (h) Evidence of/suspicious of physical or sexual assault;
- (i) Relationships with controlling or significantly older individuals or groups;
- (j) Multiple callers (unknown adults or peers);
- (k) Frequenting areas known for sex work;
- (l) Concerning use of internet or other social media;
- (m) Increasing secretiveness around behaviours; and
- (n) Self-harm or significant changes in emotional well-being.

4.12.6 Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- (a) Having a prior experience of neglect, physical and/or sexual abuse;
- (b) Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- (c) Recent bereavement or loss;
- (d) Social isolation or social difficulties;
- (e) Absence of a safe environment to explore sexuality;
- (f) Economic vulnerability;
- (g) Homelessness or insecure accommodation status;
- (h) Connections with other children and young people who are being sexually exploited;
- (i) Family members or other connections involved in adult sex work;
- (j) Having a physical or learning disability;
- (k) Being in care (particularly those in residential care and those with interrupted care histories); and
- (l) Sexual identity.

More information can be found in Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

4.13 Female Genital Mutilation

- 4.13.1 Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.
- 4.13.2 Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.
- 4.13.3 **All staff must be aware of the requirement for teachers to 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. Those failing to report such cases will face disciplinary sanctions.** It will be rare for teachers to see visual evidence, and they should not be examining pupils. This mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate.

4.14 Voyeurism Act

- 4.14.1 All staff must be aware of the recent change in the Voyeurism Act that made up skirting a crime. The new law banned invasive practices which typically involves taking a picture underneath someone's clothes without them knowing for the purpose of sexual gratification, humiliation, distress or alarm. Any known occurrence must be reported to the Police.

4.15 Mental Health

- 4.15.1 The School understands that it has an important role to play in supporting the mental health and wellbeing of pupils.
- 4.15.2 Mental problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The proprietors ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- 4.15.3 Further details can be found in the Mental Health and Behaviour in Schools Guidance (2018).

4.16 Contextual Safeguarding

- 4.16.1 The School ensures that all staff are aware that safeguarding incidents and or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff but especially the DSL and

Deputies will consider whether children are at risk of abuse or exploitation in situations outside of their families. Risks may include sexual exploitation, criminal exploitation and serious youth violence.

- 4.16.2 The school will liaise with appropriate safeguarding services where incidents and behaviours cause significant concerns.

4.17 County Lines

- 4.17.1 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 forms of “deal line”.
- 4.17.2 Staff at the School are aware of County Lines and the indicating factors that suggest a child may be exploited in this way. Staff are aware that children may be recruited to move drugs and money between locations.
- 4.17.3 If we suspect a child is at risk of being drawn into/involved in County Lines the school will report the concern to the Police.

4.18 Domestic Abuse

- 4.18.1 Domestic abuse has been given the cross-government definition of any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse by those who are 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.
- 4.18.2 Staff at the School are aware the children who witness this type of behaviour may be adversely affected by this behaviour in their homelife and it may have a long lasting emotional and psychological impact.

4.19 Informing parents

- 4.19.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Headmaster, the LADO, children's social care and / or the police before discussing details with parents.
- 4.19.2 In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.
- 4.19.3 See also section 3 of Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Headmaster of the School.

5 Secure school premises

- 5.1 The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.
- 5.2 The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.
- 5.3 The School's policy on the use of mobile phones and cameras in the School, including the EYFS setting, is as follows:
 - 5.3.1 Only pupils in Transitus, Senior School and Sixth Form are permitted to bring a mobile phone to school. All phones must be stored in the front office on arrival for collection on departure.
 - 5.3.2 Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the Code of Conduct for Staff.
 - 5.3.3 Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publications of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

6 Confidentiality and information sharing

- 6.1 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working together to safeguard children* (September 2019), the Prevent Duty Guidance for England and Wales (2015) and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015).

- 6.2 Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.
- 6.3 All Safeguarding Data is used and maintained according to GDPR 2018. Further details on this can be found in the Data Protection Policy.

7 Monitoring and review

- 7.1 The Designated Safeguarding Lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Proprietors as necessary. The Designated Safeguarding Lead will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.
- 7.2 Any child protection incidents at the School will be followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the Proprietors. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.
- 7.3 The Proprietors will undertake an annual review of this Policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The Designated Safeguarding Lead will work with the Nominated Safeguarding Proprietor, preparing a written report commissioned by the Proprietors. The written report should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.
- 7.4 The Proprietors will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval.

8 Contacts

The details of the LADO for the Local Authority is as follows:

020 7361 3013

KC LADO.Enquiries@rbkc.gov.uk

The telephone numbers of the Kensington and Chelsea children's social care department are as follows:

| | |
|----------------------------------------|---------------------------------------------------------------------------------------------|
| Kensington and Chelsea Social Services | 020 7361 3013 socialservices@rbkc.gov.uk |
| Kensington and Chelsea Duty Line | 020 7361 3013 (Out of hours – 020 7361 3013) |

The local police non-emergency contact number is 101.

The telephone numbers of relevant Prevent partners are as follows:

| | |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Hammersmith & Fulham and Kensington and Chelsea Prevent Team | 020 8753 5727 |
| Tri-borough FGM Advice | 020 7641 1610 |
| Private Fostering Advice | 020 7641 7564 |
| Tri-borough Child Exploitation Lead | 020 7598 4640 |
| Non-emergency DfE advice | 020 7340 7264 counter-extremism@education.gsi.gov.uk |
| National Domestic Abuse Helpline | 0808 2000 247 |

9 Contacts for pupils:

| | |
|--------------------------------|---------------|
| Family Services Contact Centre | 020 7361 3013 |
| Childline | 0800 1111 |
| NSPCC | 0808 800 5000 |

| | |
|--------------------------------------------|-------------------------------|
| Authorised by | Resolution of the Proprietors |
| Signed on behalf of the Proprietors | Edmund Townend |
| Date | 12 February 2021 |

| | |
|-------------------------------------|-------------------------|
| Effective date of the policy | 12 February 2021 |
| Review date of the policy | 11 February 2022 |

Appendix 1 The Designated Safeguarding Lead

- 1 The Designated Safeguarding Lead for the School is Chris Carlson, Undermaster and Pastoral Director who may be contacted on 020 7584 1331.
- 2 The Nominated Safeguarding Proprietor is Edmund Townend who may be contacted on 020 7584 1331.
- 3 The Deputy Designated Safeguarding Leads are:
 - 3.1 Edmund Townend, Second Master who may be contacted on 020 7584 1331.
 - 3.2 Karen Traut Director of Studies who may be contacted on 020 7584 1331;
 - 3.3 Melanie Rickards, Head of House for Middle School who may be contacted on 020 7730 9571;
 - 3.4 Ria de Giorgi, Head of House for Lower School who may be contacted on 020 7730 9571; and
 - 3.5 Beth Heald, Head of House for Small School who may be contacted on 020 7351 7863.
- 4 In accordance with Annex B of KCSIE, the main responsibilities of the Designated Safeguarding Lead are:
 - 4.1 **Managing referrals**
 - (a) To take lead responsibility for referring all cases of suspected abuse of any pupil at the School to children's social care and:
 - (i) the LADO for all child protection concerns which involve a member of staff including supply teachers or volunteer;
 - (ii) the Disclosure and Barring Service (DBS) where a member of staff including supply teachers is dismissed or has left due to risk / harm to a child; and / or
 - (iii) the police where a crime may have been committed.
 - (b) Liaising with the Headmaster to inform him / her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
 - (c) To act as 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.

4.2 Raising awareness

- (a) Ensure this Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Proprietors regarding this.
- (b) Ensure this Policy is available publicly.
- (c) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.
- (d) Maintain links with the Local Safeguarding Partnership to ensure staff are aware of training opportunities and the local policies on safeguarding.
- (e) Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.
- (f) In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities:
 - (i) Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
 - (ii) Co-ordinating Prevent duty procedures in the School;
 - (iii) Liaising with local Prevent coordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;
 - (iv) Undergoing WRAP or other appropriate training;
 - (v) Maintaining on-going training programme for all School employees including induction training for all new employees and keeping records of staff training; and
 - (vi) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

5 The Deputy Designated Safeguarding Leads will carry out this role where the Designated Safeguarding Lead is unavailable.

- 6 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals in order to:
- 6.1 understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
 - 6.2 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;
 - 6.3 ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
 - 6.4 be alert to the specific needs of children in need, those with special educational needs and young carers;
 - 6.5 be able to keep detailed, accurate, secure written records of concerns and referrals;
 - 6.6 obtain access to resources and attend any relevant or refresher training courses;
 - 6.7 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 and to meet the requirements and procedures of the Local Safeguarding Partnership.

Appendix 2 Types and signs of abuse

1 Types of abuse

- 1.1 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Part one of KCSIE defines the following types of abuse.
- 1.2 **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.
- 1.3 **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 cyber bullying), 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.
- 1.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Specific notice should be given to the process of upskirting, where an individual may take a photograph of another individual without consent for the purpose of sexual gratification. This was made a crime on 12 April 2019 under the Voyeurism act. Any known occurrences must be reported immediately to the police. Part 5 of KCSIE contains useful information on handling allegations of sexual harassment, including whether a report to the police may be required in parallel with a referral to children's social care. This type of abuse can relate to any gender.
- 1.5 **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.

1.6 KCSIE acknowledges the following as specific safeguarding issues:

- 1.6.1 children missing from education
- 1.6.2 children missing from home or care
- 1.6.3 bullying including cyberbullying
- 1.6.4 domestic violence
- 1.6.5 drugs
- 1.6.6 fabricated or induced illness
- 1.6.7 faith abuse
- 1.6.8 forced marriage
- 1.6.9 gangs and youth violence
- 1.6.10 gender-based violence / violence against women and girls
- 1.6.11 mental health
- 1.6.12 peer on peer abuse
- 1.6.13 private fostering
- 1.6.14 preventing radicalisation (see section 3 below)
- 1.6.15 sexting
- 1.6.16 teenage relationship abuse
- 1.6.17 trafficking
- 1.6.18 Child sexual exploitation
- 1.6.19 Child criminal exploitation
- 1.6.20 Female genital mutilation
- 1.6.21 Upskirting

2 Signs of abuse

- 2.1 Possible signs of abuse include, but are not limited to:
- 2.1.1 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference
 - 2.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries
 - 2.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour
 - 2.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
 - 2.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing
 - 2.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed
 - 2.1.7 the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers and
 - 2.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- 2.2 The Local Safeguarding Partners can provide advice on the signs of abuse and the DfE advice *What to do if you're worried a child is being abused (2015)* provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

3 Radicalisation and the Prevent duty

- 3.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- 3.2 Terrorism is defined as an action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence a government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 3.3 The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The School is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

- 3.4 The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:
- 3.4.1 **Extremism:** "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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"
- 3.4.2 **Radicalisation:** "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"
- 3.5 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.
- 3.6 *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism* (2015) notes the following:
- 3.6.1 There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti social behaviour, family tensions, race/hate crime, lack of self esteem or identity and personal or political grievances.
- 3.7 Example indicators that an individual is engaged with an extremist group, cause or ideology include:
- spending increasing time in the company of other suspected extremists;
 - changing their style of dress or personal appearance to accord with the group;
 - day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
 - loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
 - possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
 - attempts to recruit others to the group/cause/ideology; or

- communications with others that suggest identification with a group/cause/ideology.
- 3.8 Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:
- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
 - using insulting or derogatory names or labels for another group;
 - speaking about the imminence of harm from the other group and the importance of action now;
 - expressing attitudes that justify offending on behalf of the group, cause or ideology;
 - condoning or supporting violence or harm towards others; or
 - plotting or conspiring with others.”
- 3.9 Protecting children from the risk of radicalisation is part of the School’s wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.
- 3.10 The DfE’s briefing note *The use of social media for on-line radicalisation (2015)* includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

Appendix 3 Guidance for staff, including supply teachers and volunteers on suspecting or hearing a complaint of abuse

1 Action staff must take

- 1.1 A member of staff, including supply teachers or volunteer suspecting or hearing a complaint of abuse:
- 1.1.1 must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
 - 1.1.2 must not ask leading questions, i.e. a question which suggests its own answer;
 - 1.1.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and
 - 1.1.4 must keep a sufficient written record of the conversation. The record should include:
 - (a) the date and time;
 - (b) the place of the conversation; and
 - (c) the essence of what was said and done by whom and in whose presence;
- and must be signed by the person making it, using names and not initials.
- 1.2 The written record and all other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely and passed on when reporting the matter in accordance with paragraph 1.3 below.
- 1.3 All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 4 should be followed.
- 1.4 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration.**

Appendix 4 Dealing with allegations against members of staff including supply teachers, the Headmaster, Proprietors or volunteers

1 The School's procedures

- 1.1 The School's procedures for dealing with allegations made against staff will be used where the member of staff, the Headmaster, Proprietor or volunteer has:
 - 1.1.1 behaved in a way that has harmed a child, or may have harmed a child;
 - 1.1.2 possibly committed a criminal offence against or related to a child;
 - 1.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children;
 - 1.1.4 Behaved or may have behaved in a way that indicates he or she may not be suitable to work with children. This may include behaviour outside of school.
- 1.2 Any allegations not meeting this criteria will be dealt with in accordance with the Local Safeguarding Partner procedures. Advice from the LADO will be sought in borderline cases. Where an allegation involves a supply teacher, the School will take the lead in any investigation as agencies do not have direct access to other children or School staff.
- 1.3 All such allegations must be dealt with as a priority without delay.
- 1.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.
- 1.5 Allegations against supply teachers will be dealt with by the School making sure that appropriate measures are taken. This may be done In conjunction with supply agencies, but the School will not pass sole responsibility to any external agency.

2 Reporting an allegation against a member of staff, the Headmaster, Proprietor or volunteer

- 2.1 Where an allegation or complaint is made against any member of staff or volunteer, the matter should be reported immediately to the Headmaster, or in his absence to the Designated Safeguarding Lead. The allegation will be discussed immediately with the LADO before further action is taken.
- 2.2 Where an allegation or complaint is made against the Headmaster, the Designated Safeguarding Lead, the matter should be reported immediately to one of the Deputy Designated Safeguarding Leads. The allegation will be discussed immediately with the LADO before further action is taken and without first notifying the Headmaster, Designated Safeguarding Lead or Proprietors.
- 2.3 If it is not possible to report to the Headmaster or the Designated Safeguarding Lead in the circumstances set out in 2.1 above, a report should be made immediately to one of the Deputy Designated Safeguarding Leads. The Deputy

Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Headmaster where appropriate.

- 2.4 The person taking action in accordance with the procedures in this Appendix is known as the “Case Manager”.

3 Disclosure of information

- 3.1 The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.
- 3.2 The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- 3.3 Where the LADO advises that a strategy discussion is needed, or the police or children’s social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further action to be taken by the School

- 4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School’s employment procedures.

5 Ceasing to use staff

- 5.1 If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Proprietors without delay.
- 5.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this Policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.
- 5.3 Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

6 Unsubstantiated, false or malicious allegations

- 6.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the School's Policy on Conduct and Behaviour.
- 6.2 Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.
- 6.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

7 Record keeping

- 7.1 Details of allegations found to be malicious will be removed from personnel records.
- 7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.
- 7.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.
- 7.4 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.