

**The Royal (Crown Aided) First School**

# Child Protection & Safeguarding Policy

**“Loving to learn, learning to love, guided by God”**

Date reviewed:	September 2016
Date ratified:	September 2016
Date of next review:	September 2017
To be reviewed by:	Committee

Review frequency: Annually. Approval: Governing body or proprietor Statutory guidance: [Keeping children safe in education 2016](#) and [The PREVENT strategy](#)

This policy will be reviewed at least every year.

## Principles and Aims

The Royal School is a place where our 'love of learning' is set within a safe, secure and happy environment with a fundamental Christian ethos. We are concerned about the welfare and safety of all our pupils and therefore the school adheres to the child protection procedures contained in the RBWM policy document "Guidance for safe working practice for the protection of children and staff in Educational settings" and the DFE "Keeping Children Safe in Education 2016".

Our guiding principles and aims underpinning the way that we keep children safe at The Royal School are:

- Children have a right to feel secure and safe; in keeping with this, within our school ethos they are encouraged to talk, seek help and are listened to.
- Safeguarding is everyone's responsibility: for services to be effective each professional and organization should play their part.
- A child centered approach: for services to be effective they should be based on listening to the child and a clear understanding of the needs and views of children.
- Safeguarding is what we do for all children.
- Child protection is what we do for children who have been harmed or are at significant risk of being harmed.

This policy aims to ensure that all staff, governors, parents, visitors and volunteers have clear direction regarding expected behaviour and understand our legal responsibilities to safeguard and promote the welfare of children at The Royal School.

The Royal School recognises the importance of early intervention before problems escalate; targeted help; effective inter-agency working; effective and dynamic assessments and information sharing. Our belief is that it is in the school's best interest to take an active role in identifying and potentially supporting the additional welfare needs of children, young people and families. This includes addressing problems with poor parenting that fall below the threshold of statutory child protection concerns, and working with other services to ensure that evidence based interventions are used to support children and young people.

## Statement of intent

**Our statement of intent will be published on the school website and in reception.**

The Royal First School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil, inside and outside of the school premises.

This Policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

## Legal framework

- This Policy will have consideration for and be in compliance with the following legislation and statutory guidance:
- Children's Act 1989
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Children's Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007
- School Staffing (England) Regulations 2009
- Education (Independent School Standards) (England) Regulations 2010
- Equality Act 2010
- Education (Non-Maintained Special Schools) (England) Regulations 2011
- Protection of Freedoms Act 2012
- Working Together to Safeguard Children 2015

- Keeping Children Safe in Education 2016
- The Anti-social Behaviour, Crime and Policing Act 2014 specifically legislation around Forced Marriage
- The Prevent Duty 2015

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## Key Personnel

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Designated Safeguarding Lead	Miss Jude Parsons
Deputy Safeguarding Lead	
Designated Teacher for Looked After Children	Miss Jude Parsons
Lead Governor	Mrs Vivien Benn

## Roles and responsibilities

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The Children Act (1989) gave every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare.

### All staff

*It could happen* here. If members of staff ever have reason to suspect that a child may be suffering from physical or emotional neglect or sexual abuse, they have a duty to report what they have seen or heard to the Designated Safeguarding Lead (DSL). In the DSL's absence, the Headteacher will cover this role. If both of them are absent, concerns should be reported to the most senior staff member present. A failure to report evidence of child abuse may constitute misconduct. All staff may raise concerns directly with Children's Social Care Services.

### The Headteacher

All schools should have procedures for handling suspected cases of abuse of pupils, but the responsibility for investigating such cases lies with other agencies. The Headteacher must:

- put in place procedures for handling cases of suspected abuse (including allegations against teachers) which are consistent with those agreed by the local Area Child Protection Committee and easily available to all staff for reference;
- appoint a DSL to coordinate action within the school and liaise with other agencies on suspected abuse cases;
- ensure that there is always cover for the role of DSL in his/her absence;
- make certain that the DSL receives appropriate training and support and ensure that all staff are alert to signs of possible abuse and know to whom concerns or suspicions should be reported;
- make parents aware of the school's child protection and safeguarding policy;
- make visitors to the school aware of their responsibility to report any concerns relating to the safeguarding of children in school to the DSL - this information is provided in a leaflet to all visitors; and

- ensure that all staff, volunteers, students and governors have enhanced DBS clearance. It is the responsibility of those needing DBS clearance to advise the Headteacher of any changes to the status of their DBS. Non-compliance of this could lead to disciplinary procedures or automatic dismissal.

## **The Designated Safeguarding Lead (DSL)**

### **Training and knowledge for DSLs**

The DSL has specific responsibility for the coordination of safeguarding and child protection procedures within the school and for liaison with social services and other agencies. The DSL needs to have appropriate training, including New to Role training and annual Update training, and should know:

- how to identify the signs and symptoms of abuse and when to make a referral;
- the local Area Child Protection Committee and/or LA procedures, including the DSL's role within them;
- the roles and responsibilities of the investigating agencies and how to liaise with them;
- the requirements of record keeping; and
- the conduct of a child protection conference and how the DSL, or another member of staff, can make an appropriate contribution to it.

### **Making referrals to social care**

If the DSL is unsure about whether a case should be formally referred or has a general concern about a child's health or development, he or she can seek advice and support from the local social services department, the NSPCC or the LA's Child Protection Coordinator. The Education Welfare Officer may also be able to offer advice.

Whether or not to make a referral that could activate a child protection investigation is a serious decision and will require careful judgement. Where the DSL is not the Headteacher, they should agree the way in which the DSL will keep the Headteacher informed of a case.

In the first instance, the DSL will make a telephone call to the first response team and follow up the call by completing a Multi Agency Referral Form. The first response team will put the DSL in contact with a social worker who will advise next actions.

The DSL keeps written records (dated, timed and signed) of concerns about a child even if there is no need to make an immediate referral, ensuring that all such records are kept confidentially and securely and are separate from a child's school records, until the child's 25th birthday. The DSL liaises with other agencies and professionals attends case conferences, core groups, or other multi-agency planning meetings, contributing to assessments, and providing a report which is shared with the parents.

When referring a case of suspected or alleged abuse, the DSL should ask to be informed of the timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate. The DSL may wish to clarify with the investigating agencies when and how the parents and the child will be told that a referral has been made and by whom, bearing in mind that the abuser is frequently known to the child and may be a close relative.

### **Reporting to Governors**

The DSL, in partnership with the Headteacher, provides an annual report for the Governing Board, detailing any changes to the policy and procedures; any training undertaken by the DSL, and by all staff and governors; the number and type of incidents/cases and the number of children on the child protection register (anonymised).

### **The Governing Board**

Under section 175 of the Education Act (2002) the Governing Board is responsible for safeguarding and promoting the welfare of children and working together with other agencies to ensure adequate arrangements identify, assess, and support those children who are suffering harm or at risk from suffering harm.

The Governing Board:

- ensures that the school has a Child Protection and Safeguarding Policy, as well as Code of Conduct for all staff, reviewing the policies annually;
- ensures that the school operates safer recruitment procedures, including carrying out necessary checks (see 8 Safer recruitment);
- ensures that a senior leader is the DSL and that DSLs undertake appropriate training; □ ensures that all staff are up to date with safeguarding training.
- nominates a member to liaise with the LA on child protection and safeguarding matters as well as in the event that an allegation of abuse is made against the Headteacher
- monitors the compliance with the requirements outlined in *Keeping Children Safe in Education (2016)* and identifies areas to improve.

## Site security

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### **Staff and visitors**

All staff have an identity badge that is worn at all times. They are required to sign in/out during the course of the day. Visitors to the School, including contractors, are to sign in at reception and are given an identity badge which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in; however parents who are volunteering or attending a meeting on site are required to sign in and collect an identity badge.

All visitors are expected to observe the School's safeguarding and health and safety regulations to ensure children are kept safe. The Head teacher will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site. All visitors are given a leaflet explaining the school's safeguarding expectations on their arrival.

### **Security at the beginning and end of the school day**

The school day begins at 8.50 am and ends at 3.15pm.

The gate at the front of the school is unlocked at 8.30am and locked again at 9am. The gate remains locked throughout the school day. In the afternoon, the gate is unlocked at 3.10pm and locked at 3.40pm.

In the morning, children are dropped off straight to their classrooms by parents/carers. Morning class registration is taken at 8.50am. Afternoon class registration is taken at 1.15pm

Late arrivals must report to the main reception area and sign the late arrivals' register. Children arriving late, but before 9am, are marked present in the register by the staff in the office and a note is made of how many minutes late they are. Children arriving after 9am are marked late by staff in the office. The school contacts the parents of children who are absent with no explanation by 10.30am.

During the school day, classes moving around the school (for example to ICT, drama, dance or PE) are escorted to these sessions either by their class teacher or a member of the support staff team. The safety of the pupils in classrooms and specialist rooms remains the responsibility of the teacher in charge.

### **Late Collection of Children**

Children that have not been collected by a parent/carer are brought to the main reception. A member of the office team or the Headteacher will try to contact the parent/carer. If there is no response they will try the other contact numbers. It is the responsibility of the parent/carers to keep the school office informed of all current telephone numbers and emergency contacts. After a reasonable time, should school be unsuccessful in contacting a parent/carer, social services will be contacted.

### **After School Clubs**

Registers are kept of all children attending after school clubs by the teacher and in the school office. These are saved in the assigned location on the server. Parents/caregivers collect children directly from the club. Any children not collected are brought to the main reception and the late collection procedure is followed.

### **Occasional Events**

Some events, for example winter productions, summer celebrations or sports days, happen only rarely, but involve the movement of large numbers of pupils around the school at a time when parents and carers are also given access to the site. The Leadership Team are responsible for ensuring that a plan is written, detailing how and when pupils and other people will enter and exit their classrooms and the school site. The plan is shared with all staff and each individual is responsible for making sure that they read, understand and carry out the plan.

On some occasions it may be more practical for families to take their children home from the event directly rather than waiting for the end of the school day or for the children to return to the classroom. The plan will also explain if parents are permitted to do this and how this will be done.

This would include the expectation that teachers or designated support staff know which children have been taken home.

**If a child is unaccounted for**

The emergency procedure for a situation where a child has gone missing is as follows:

- Notify the school office immediately of the child's name, class and time/location of last sighting.
- Office to alert Headteacher/Deputy or teacher in charge.
- Key personnel to search school site.
- If not found within the school building – designated members of staff to sweep full grounds.
- Headteacher and designated safeguarding lead to make assessment made on individual child regarding child protection/safety issues/SEN.
- If deemed necessary – designated staff to search local roads.
- Parents/carers and police to be notified if child not found on the school site.

## Reporting concerns

### What to do if you're concerned about a child's safety

Safeguarding incidents can happen in any setting, and the staff at The Royal School should be alert to possible concerns being raised at this school. This includes the duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Any member of staff has a duty to report his or her concerns as soon as possible to the DSL or, in their absence, to the Headteacher, when:

- there is a suspicion that a pupil is marked or bruised in a way that is not readily attributed to "normal" knocks and scrapes;
- behaviours or actions are noted in a pupil which give rise to suspicions that the pupil may have suffered abuse; or
- there are hints or a disclosure of any type of abuse from a pupil or from one of his/her friends.

A member of staff does not require absolute proof that a child is at risk. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate whether a child has been abused for instance by speaking with and/or questioning pupils or parents.

If a child is displaying signs which indicate that they may be suffering harm, it is acceptable for staff to ask if they are OK or if they can help in any way. If such a discussion leads to the child providing details of being harmed then staff should follow the advice in the "Dealing with disclosures" section.

If a member of staff has concerns without direct disclosure of information they are to:

- report their concern to the DSL immediately when there is evidence of physical or sexual abuse, otherwise as soon as possible and before the end of the school day;
- not start their own investigation;
- share information on a need-to-know basis only and not discuss the issue with colleagues, friends or family;
- seek support for themselves by informing the DSL if they are distressed or need to debrief and

- complete a cause for concern form. Green form for a 'niggle', yellow for urgent.

In the first instance, concerns should be done verbally. However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital. A cause for concern form should be completed and given to the DSL. The recording must be a **clear, precise, factual** account of the observations. The aim should be to record the interview verbatim without changing the child's language at all. All forms should be dated, timed and signed.

### **After concerns have been reported**

It is the responsibility of the DSL, together with the Headteacher, to make an informed decision as to whether to refer the case to Social Services. This may be immediately following the expression of concern or after discussion with the pupil, his/her parents or carers, the member of staff, other staff, and other agencies as appropriate. While staff must be circumspect about using "hearsay" evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation. Record keeping of all concerns is the key.

### **Whistleblowing**

All staff have a duty to raise concerns, where they exist, about the management of child protection and safeguarding, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance to the Area Education Officer/ local authority Designated Officer following the whistleblowing policy

Whistle-blowing regarding the Head teacher should be made to the Chair of Governors whose contact details are readily available to staff.

Staff should follow the reporting procedures outlined in this policy, whereby they would normally report any concerns to the DSL. However, as emphasised in 'Keeping Children Safe in Education 2016', they may also share information directly with Children's Social Care and/or the police if:

- the situation is an emergency and the DSL, the Headteacher and/or the chair of Governors are all unavailable;

- they are convinced that a direct report is the only way to ensure the child's safety; or
- for any other reason they make a judgment that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Headteacher at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

## Dealing with disclosures

Disclosures of information may be received from child, parents/carers or other members of the public. It is recognised that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity and care.

### Accuracy of the disclosure

When receiving a disclosure from an individual, staff will:

- allow them to speak freely, not be afraid of silences, listen to and take seriously any disclosure or information given;
- remain calm and not overreact;
- avoid admonishing the individual for not disclosing earlier;
- give reassuring nods or words of comfort;
- try not to show signs of shock, horror or surprise;
- not express feelings or judgments regarding any person alleged to have harmed the child; □ clarify the information;
- keep questions to a minimum and of an open nature;

Staff should not attempt to investigate the matter themselves, but should make a careful note of **exactly** what was seen or heard or what their concerns are. It is the duty of the DSL to check facts and contact social care, who will undertake investigations, arrange medicals etc as appropriate. Staff can expect some feedback on what action has been taken within 7 days.

**What to say to the child**

If a child discloses information, staff are unable to promise that they will not tell anyone what was said. Staff make the point that whatever needs to be done in the child's interests will be done and the child will be kept informed as far as possible.

**Reporting the disclosure and next steps**

Staff report any concerns as quickly as possible so that investigations can be undertaken swiftly. A written record must be completed on the day of the disclosure using a cause for concern form which is available from the DSL. It is better to have reported concerns that prove groundless than to risk a child suffering significant harm.

The DSL, together with the Headteacher, make an informed decision as to whether to refer the case to social care, following the steps outlined in 2.3.2 (Making referrals to social care).

The DSL, together with the Headteacher, decide whether to make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from social care.

## Dealing with allegations against staff

### **Adults safeguarding themselves against allegations**

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Staff read and sign the Code of Conduct to show that they have accepted the terms of acceptable behaviour.

### **If an allegation is against a member of staff is made**

A child protection or safeguarding allegation made against a member of staff (including the DSL) is the responsibility of the Headteacher and not the DSL. All such concerns should be accurately recorded and reported to the Headteacher as soon as possible. The Headteacher will discuss the content of the allegation with the local authority Designated Officer without delay.

A child protection allegation made against the Headteacher should be accurately and promptly recorded and referred to the Chair of Governors. From there on, the LA, together with social care, will investigate the allegation. The school will follow the Berkshire Local Safeguarding Children's Boards Child Protection Procedures for managing allegations against staff.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the local authority Designated Officer and Human Resources consultant in making this decision. In the event of an allegation against the Head teacher, the decision to suspend will be made by the Chair of Governors.

## Dealing with allegations against children

### **Situations where allegations may arise**

A child or parent/carer might make a direct allegation against another child or they might express discomfort with the behaviour of another child that falls short of a specific allegation. Another child,

member of staff or volunteer may directly observe behaviour from one child towards another that gives cause for concern. A child may volunteer information to an adult that he/she has harmed another child or is at risk of doing so, or has committed an offence against or related to a child. The Royal School does not tolerate peer on peer abuse and guidance on the different forms of peer on peer abuse can be found in Appendix A.

### **Safeguarding concern or bullying?**

When faced with a situation of one child behaving inappropriately towards another, a decision needs to be made about whether the problem behaviour constitutes bullying or a child protection concern. This is a decision that needs to be reached by the DSL, in consultation with the child's class teacher, senior leaders and, if necessary, social care. If the conclusion is that the behaviour is an example of bullying, it needs to be dealt with under the anti-bullying policy and procedure. If it is behaviour that could be described as child abuse and has led to the victim possibly suffering significant harm, then it must be dealt with under child protection procedures. This should include all incidents of sexual assault and all but the most minor incidents of physical assault.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact social care to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the child being complained about and the alleged victim). It may be appropriate to exclude the child being complained about for a period of time according to the school's behaviour policy and procedures.

### **Inappropriate sexual behaviour**

All children and young people develop an interest in their own sexuality from a young age, and seek to learn about sex from their peers. It is important not to label normal, healthy behaviour as deviant or abusive. It is equally important not to allow sexually abusive behaviour perpetrated by one child or young person towards another to go unchecked, as this is harmful both for the victim and the perpetrator. There are ways of assessing whether sexual behaviour between children and young

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people is abusive or not. Indicators of abusive or otherwise sexually inappropriate behaviour  

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include:

- a significant difference in age, dominance or understanding between the children/young people,
- behaviour accompanied by the use of threats or bribes ,
- an extent of sexual knowledge beyond what would normally be expected, or □ behaviour carried out in secret.

The DSL will make a decision about whether to take advice from social care in partnership with senior leaders. A decision will need to be made about when and who should inform the families of both the child who has been abused and the child who has allegedly perpetrated the abuse, as well as social care.

## Attendance

### Any child

When dealing with absent children, the Attendance Leader follows this procedure:

- Check for missing marks (all registers completed by class teachers by 9.30am)
- Run an absence report
- Call or text a named contact by 10.30am enquiring about the absence
- Inform the Headteacher if no contact with a named contact can be named.
- If the child is absent for a second day with no contact from the family, notify the DSL

Where any child has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the school should make an immediate referral to RBWM Children Missing Education (CME) Service. Reasonable steps include:

- telephone calls to all known contacts;
- letters home (including recorded delivery);
- contact with other schools where siblings may be registered;
- possible home visits where safe to do so;
- enquiries to friends, neighbours etc. through school contacts;
- enquiries with any other service known to be involved with the child/family; and recording all contacts and outcomes on the child's file.

Upon receipt of a referral from the School, the RBWM CME Service will then continue to attempt to track the child. If this also fails to establish the child's whereabouts, the School will be informed to remove the child from roll. If the RBWM CME Service is able to contact the child and their parents, arrangements will be made with the school and family for a return to education within 20 days, including a reintegration programme where necessary. If the child has registered at another school, the school will delete the child's name from the roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt requested.

### **Children subject to child protection plans or child in need (CIN) plans**

The Headteacher will ensure that any child currently with a child protection plan or CIN plan who is absent in the educational setting without explanation is referred to the DSL who will then liaise with the child's key worker's Social Care Team.

## **Preventing radicalisation and extremism**

### **The Royal School's duties**

Since the Education and Inspections Act (2006), schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. The Royal School has an important part to play in both educating children about extremism and recognising when children start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

### **Definitions**

#### **Extremism**

Extremism is defined in the 2011 Prevent strategy as 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.

#### **Radicalisation**

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

## **British Values**

British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **Signs of vulnerability**

There are no known definitive indicators that a child is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

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

## **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- 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 Professional Learning

This policy is provided to all staff on their induction alongside the Code of Conduct.

All staff, governors and volunteers, on induction, are given Safeguarding Children training by RBWM Training Lead and/or DSL so that they know how to recognise indicators for concern, how to respond to disclosures and how to record and report concerns.

The school recognises the need to train all staff to be aware of the incidence, gravity, signs, symptoms, nature and categories of abuse and in the way to deal with the disclosure of abuse. All staff and governors complete annual basic Child Protection training.

All staff are expected to read and be able to talk about *Keeping Children Safe in Education* (DfE, 2016). Mechanisms are in place to assist staff to understand the document and include:

- providing the document to new staff on induction as part of broader safeguarding training;
- providing any updates to all staff as necessary;
- regularly discussing safeguarding issues as part of weekly professional learning sessions;
- conversations with the DSL and senior leaders in response to concerns.

All teaching staff are scheduled to attend Prevent training (September 2016).

## Safer recruitment

### Checks

The Royal School ensures that all staff have been checked as to their suitability to work with children, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance). A single central record is kept for audit. As part of our safer recruitment procedures, all applicants will:

- complete an application form which includes their employment history;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role;
- be checked against the Prohibition from Teaching orders (for qualified teachers);
- provide evidence of their right to work in the UK;
- possibly be subject to further checks if the applicant has lived or worked outside the UK and
- be interviewed by a panel of at least two school leaders, at least one of whom who has safer recruitment training.

**Interviewing candidates**

Interview panels include at least one member of staff trained in Safer Recruitment and the members of the panel with safer recruitment training are recorded on paperwork for the interviews. The DSL and Deputy DSL have current 'Advanced Safeguarding Children' training.

**Record keeping and sharing information**

All concerns, discussions and decisions made, as well as the reasons for those decisions, should be recorded in writing.

**Confidentiality**

We recognise that all matters relating to child protection are confidential. The Head teacher or DSL will disclose any information about a child to other members of staff on a need to know basis only. All staff have a professional responsibility to share information with other agencies in order to safeguard children. We will always share our intention to refer a child to social care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation

**Format**

All staff record concerns or disclosure using a cause for concern form (green for niggles and yellow for urgent), available from the DSL, either electronically or as a paper version. Records are to be

signed, timed and dated by the member of staff making the record. Where possible and without interpretation, the exact words spoken by the child or parent will be recorded. Once completed, the form must be passed straightaway to the DSL who will take further action and keep a copy of the form.

### **Storage of records**

All records must be kept securely, separate from the main Pupil File, and in locked locations.

### **When a child leaves the school**

It is the responsibility of the DSL, together with the Headteacher to ensure that when a pupil on the Child Protection Register leaves the school, their information is transferred to the new school immediately and the child's Social Worker is informed.

### **Sharing information**

We follow the government's non-statutory guidance *Information sharing: Advice for practitioners providing safeguarding services* (2015). This document has a useful flowchart showing when to share information. The flowchart is included in the appendices.

## Appendix A: Child abuse: Types and signs

### Types of child abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The incidence of child abuse is much higher than many teachers and support staff imagine and is frequently at the hands of a person known to the child. There are several types of abuse: mental, physical, sexual and emotional abuse, all of which can form the basis of bullying. What needs to be remembered is that a high percentage of bullies have themselves been abused so that history is repeating itself.

An abused child is a boy or girl under the age of 18 who has suffered from:

- physical injury - actual or likely injury (failure to prevent injury);
- physical neglect - persistent or severe neglect by adults;
- failure to be protected from exposure to any danger;
- extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive;
- emotional abuse - actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection - all abuse involves some emotional ill treatment and this category should be used where it is the main or sole form of abuse; and
- sexual abuse - actual or likely sexual exploitation of a child or adolescent - the child may be so dependent and/or developmentally immature that the person or persons who had parental responsibility, charge or care of the child, either caused or knowingly failed to prevent sexual exploitation.

Peer on peer abuse is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Below are common signs of different types of abuse but they are not exhaustive lists. Some symptoms are indicative of all the different forms of abuse.

### **Signs of physical abuse**

- injuries that are not adequately explained by the pupil;
- current bruising injury, with a long history of bruises and accidents;
- injuries getting progressively worse, or occurring in a time pattern (e.g. every Tuesday morning or after visits to relatives);
- 'grip' marks on arms (may indicate severe shaking) or 'slap' markings (especially cheeks, buttocks, arms or legs);
- long marks which could be from a belt or cane;
- stub marks that might be from a cigarette;
- bruising on both sides of the ear - any 'symmetrical' bruising is suspicious;
- teeth marks from a bite;
- scalding to both soles of the feet;
- bruised eyes, especially if both at once - a doctor or the school nurse can usually tell whether the bruised eye is spread-bruising from an accidental bump to the nose or more likely to have been a fist to the eye;
- constant attention seeking, over-pleasing/compliant behaviour or 'frozen watchfulness'; running away;
- kept away from school medical inspections and check-ups; or reluctance to go home after school.

### **Signs of emotional abuse**

- physical, mental and emotional development lags;
- admission of punishment that appears excessive;
- over-reaction to mistakes;
- continual self-depreciation;
- sudden speech disorders;
- fear of new situations;
- inappropriate emotional responses to painful situations;

- neurotic behaviour (e.g. rocking, hair-twisting, thumb sucking);
- self-mutilation;
- fear of parents being contacted;
- extremes of passivity or aggression;
- drug/solvent abuse;
- running away; or
- compulsive stealing, scavenging.

### **Signs of neglect**

- looking extra thin and poorly;
- well below average in height and weight; 'failing to thrive';
- complaints of hunger, lacking energy;
- an untreated condition or injury;
- repeated accidents (especially burns);
- being left alone at home inappropriately;
- being repeatedly unwashed or smelly; being kept away from school check-ups; or reluctance to go home.

### **Domestic violence and 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 or emotional.

#### **A.2.1 Controlling behaviour**

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain,

depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

### **A.2.2 Coercive behaviour**

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This is not a legal definition.

### **Inappropriate sexual behaviour and sexual harassment**

For school staff, identifying inappropriate sexual behaviour can be a complex task. Children and adolescents are normally sexually curious and may behave inappropriately with each other - the boundary between sexual harassment and sexually abusive behaviour can be difficult to define.

Defining behaviour as sexual harassment is difficult and a major issue is likely to be whether the sexual contact is consensual or not. A boy groping a girl may be an incident of inept behaviour by an immature adolescent; it may indicate that the person has the potential to become a sexual offender; it may indicate that they themselves are a victim of abuse. In all cases, it is essential that these incidents are treated seriously.

Details must be recorded accurately and passed on to the appropriate person. The needs of the victim must be addressed, in addition to ensuring that the perpetrator is dealt with in such a way that they realise the seriousness of their behaviour. Parents of both children should be contacted to give them an opportunity to support their child. It must be remembered that a criminal offence may have been committed and the parents of the victim have the right to pursue a complaint against someone who has assaulted their son/daughter. It must also be remembered that one or both parents/carers or a close relative may be the perpetrators.

### **Signs of sexual abuse**

- sudden changes in behaviour or school performance;
- displays of affection in a sexual way inappropriate to age;
- tendency to cling or need constant reassurance;
- tendency to cry easily;

- regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby;
- complaints of genital itching or pain or publicly playing with themselves;
- distrust of a familiar adult, or anxiety about being left with a relative, a baby-sitter or lodger;
- unexplained gifts or money;
- depression and withdrawal;
- apparent secrecy;
- wetting, day or night;
- sleep disturbances or nightmares;
- chronic illnesses, especially throat infections and venereal disease;
- anorexia or bulimia;
- self-mutilation, attempted suicide, frequently running away;
- unexplained pregnancy;
- fear of undressing for PE or phobias or panic attacks.

## **Sexual exploitation**

Sexual exploitation could involve photographing or videoing other children performing indecent acts. In areas where gangs are prevalent, older children may attempt to recruit younger children. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence. The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation:

- underage sexual activity;
- inappropriate sexual or sexualised behaviour;
- sexually risky behaviour, 'swapping' sex;
- repeat sexually transmitted infections;
- in girls, repeat pregnancy, abortions, miscarriage;
- receiving unexplained gifts or gifts from unknown sources;
- having multiple mobile phones and worrying about losing contact via mobile;
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs);
- changes in the way they dress;

- going to hotels or other unusual locations to meet friends;
- seen at known places of concern;
- moving around the country, appearing in new towns or cities, not knowing where they are;
- getting in/out of different cars driven by unknown adults;
- having older boyfriends or girlfriends;
- contact with known perpetrators;
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- associating with other young people involved in sexual exploitation;
- recruiting other young people to exploitative situations;
- truancy exclusion, disengagement with school, opting out of education altogether;
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
- mood swings, volatile behaviour, emotional distress;
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- drug or alcohol misuse;
- getting involved in crime;
- police involvement, police records;
- involved in gangs, gang fights, gang membership or
- injuries from physical assault, physical restraint, sexual assault.

## **Female Genital Mutilation**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. It involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons. There are four types of procedure:

- Type 1 Clitoridectomy - partial/total removal of clitoris
- Type 2 Excision - partial/total removal of clitoris and labia minora
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Circumstances and occurrences that may point to FGM happening are:

- the child talking about getting ready for a special ceremony;
- the family taking a long trip abroad;
- the child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- the knowledge that the child's sibling has undergone FGM or
- the child talking about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- prolonged absence from school and other activities;
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- bladder or menstrual problems;
- finding it difficult to sit still and looking uncomfortable;
- complaining about pain between the legs;
- mentioning something somebody did to them that they are not allowed to talk about;
- secretive behaviour, including isolating themselves from the group; reluctance to take part in physical activity or repeated urinal tract infections.

### **Forced Marriage**

Forced Marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit on 020 7008 0151. With Forced Marriage there is the 'One Chance' rule: it is essential that settings / schools / colleges take action without delay.

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced. If families have to resort to violence or coercion alluded to above to make someone marry, that person's consent has not been given freely and it is therefore considered a forced marriage. Where a person lacks the capacity to consent, an offence is also capable of being committed by any conduct carried out with the purpose of causing the victim to marry, whether or not it amounts to violence threats or any other form of coercion. A person's capacity to consent can change. With the right support and knowledge, a person with a learning disability may move from a position of lacking capacity to consent to marriage, to having capacity. However, some children and adults with learning disabilities are given no choice and / or do not have the capacity to give informed consent to marriage and all it entails.

### **Trafficked children**

"Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Trafficked children may not only be deprived of their rights to health care and freedom from exploitation and abuse, but may also be denied access to education. The creation of a false identity and implied criminality of the children, together with the loss of family and community, may seriously undermine their sense of self-worth. At the time they are found, trafficked children may not show any obvious signs of distress or imminent harm, but they may be vulnerable to particular

types of abuse and may continue to experience the effects of their abuse in the future. Physical abuse can include:

- beatings;
- being subdued with drugs, on which they then become dependent;
- alcohol addiction; and
- stress/post traumatic stress-related physical disorders such as skin diseases, migraine and backache.

Some kind of emotional abuse is involved in all types of maltreatment of a child, including trafficking.

Trafficked children may:

- feel disorientated after leaving their family environment, no matter how impoverished and difficult. This disorientation can be compounded for some children who have to assume a new identity or have no identity;
- feel isolated from the local community in the UK by being kept away from school and because they may not be able to speak English;
- fear both the adults who have physical control of them and the threat that they will be reported to the authorities as immigration criminals;
- lose their trust in all adults;
- have low self-esteem and believe that the experience has ruined them for life psychologically and socially;
- become depressed or suicidal;
- worry about people in their families and communities knowing what has happened to them, and become afraid to go home; and
- feel like criminals as a result of the new identity forced on them, which can have long-term consequences for their adult lives.

All children who have been exploited are likely to suffer some form of mental harm. Usually the longer the exploitation, the more their mental health will deteriorate. This can include:

- psychological distress owing to their sense of powerlessness - in many cases involving violence and deprivation at the hands of their traffickers, it will take the form of post traumatic stress disorder;
- dependent relationships with their abusers;

- flashbacks, nightmares, anxiety attacks, irritability and other symptoms of stress, such as nervous breakdowns;
- a loss of ability to concentrate;
- becoming anti-social, aggressive and angry, and/or fearful and nervous – finding it difficult to relate to others, including in the family and at work; and
- fear of authorities based on past experiences or what they have been told by their traffickers.

Children who have been trafficked may be sexually abused as part of being controlled or because they are vulnerable. In many cases, sexual exploitation is the purpose of the trafficking. Children being sexually exploited are at risk of sexually transmitted infections, including HIV/AIDS; and for girls there is the risk of pregnancy and possible damage to their sexual and reproductive health.

Trafficked children may also suffer neglect. In particular, they may not receive routine and emergency medical attention (partly through a lack of concern about their welfare and partly because of the need for secrecy surrounding their circumstances). They may also be subject to physical, sensory and food deprivation.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. The child may:

- shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- has a history with missing links and unexplained moves;
- has gone missing from local authority care;
- is required to earn a minimum amount of money every day;
- has limited freedom of movement;
- appears to be missing for periods;
- is known to beg for money;
- performs excessive housework chores and rarely leaves the residence;
- is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- is one among a number of unrelated children found at one address;

The indicators above should not be read as a definitive list and practitioners should be aware of any other unusual factors that may suggest a child might have been trafficked. They are intended as a guide, which should be included in a wider assessment of the young person's circumstances. It is also important to note that trafficked children might not show obvious signs of distress or abuse and this makes it difficult to identify children who may have been trafficked. Some children are unaware that they have been trafficked, while others may actively participate in concealing that they have been trafficked

### **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 DSL when they become aware of private fostering arrangements. The DSL 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.

**Alcohol and drug use**

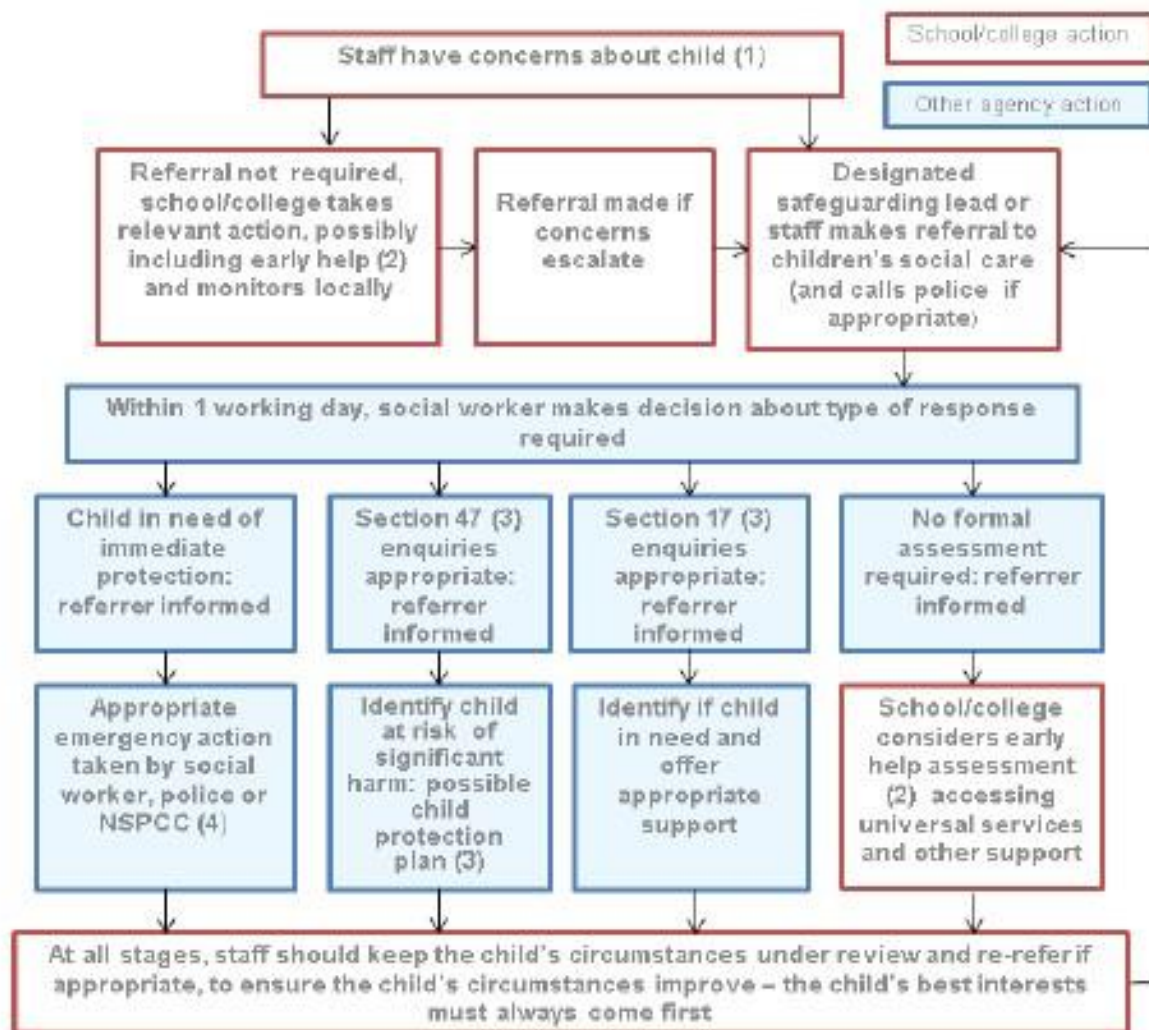
Pupils affected by their own or other's drug misuse should have early access to support through the school and other local services. Staff are alert to behaviour which might indicate that a child is experiencing difficult home circumstances. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home and it is not deemed a safeguarding issue, the school will follow the procedures set out in its drug policy.

**Further information**

Expert and professional organisations are best placed to provide up to date guidance for specific safeguarding issues. *These are listed in Keeping Children Safe in Education (DfE, 2016).*

## Appendix B Actions where there are concerns about a child

### Actions where there are concerns about a child



(Pastoral, Medical or Safeguarding)

Pupil Name			
Day and Date		DoB	
Member(s) of staff noting concern			

Concern (Please describe as fully as possible)

Actions Taken		
Date	Person taking action	Action

## Appendix E Flow chart of when and how to share information

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