

Ruckleigh School
Policy on Safeguarding and Child Protection 2024/25

Updated: September 2024

Presented to Directors: October 2024

Next Review: September 2025 or sooner dependent on statutory requirements

If you think a child is in immediate danger, or you believe a crime has been committed, ring the Police on 999 before doing anything else.

Contacts

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Children's Services Referral and Advice Team: 0121 788 4300
(emergency out of hours): 0121 605 6060

Multi Agency Safeguarding Hub (MASH): 0121 788 4300

Early Help (Engage): 0121 709 7000

Police Referral Unit: 0345 113 5000

LADO (Local Authority Designated Officer): 0121 788 4310

Child Protection and Review Unit: 0121 788 4310
cpru@solihull.gcsx.gov.uk

Education Welfare Service: 0121 779 1737

CTU (West Midlands) : 07825 112414
CTU Counter Terrorist Unit and Extremism (non-emergency advice) 020 7340 72 64
counter-extremism@education.gsi.gov.uk (in an emergency call police 999)
Confidential Anti-Terrorist Hotline 0800 789 321

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Introduction

Vision

Ruckleigh School seeks to provide a safe, nurturing and stimulating environment. As part of this, and in fulfilment of our statutory duty, Ruckleigh places Safeguarding at the core of what we do. All members of the school community are expected to be alert to the needs of others, to be supportive and to challenge behaviours not in keeping with the School ethos, best practice or the rule of law.

Overview

Ruckleigh School (“the School”), makes its Safeguarding Policy available to anyone. Members of staff are required to read it and the School ensures that it is fully implemented. The policy is updated annually, or more frequently if required (e.g.: where there is a change in legislation). This policy incorporates the EYFS requirements.

It is provided to all staff and published on both the website and the school’s shared google drive. The policy is made available to children and parents on the School’s website.

This policy applies to all individuals working in or for the School including all teaching and nonteaching staff, part-time staff, supply staff, proprietors, volunteers and contractors. All references to “staff” in this policy should be interpreted as relating to the above unless otherwise stated. This policy will also apply to parents of pupils, when they are in the School precincts or otherwise involved with school business.

The Proprietors and staff of the School fully recognise that safeguarding is everyone’s responsibility: all staff and pupils have a role to play in safeguarding children and providing a safe environment in which children can learn. We do this by promoting the welfare, physical, mental and emotional health and safety of our pupils, and by recognising the importance of the School as a source of stability in the lives of all its pupils, but particularly those children who have suffered or who are at risk of harm.

We seek to ensure that issues about safeguarding, and child welfare are addressed. The School also works to create an environment where pupils, parents and staff feel able to raise concerns and where staff feel supported in their safeguarding role. The School operates a coordinated and child-centred response to all safeguarding concerns. This means that staff should always consider what is in the best interests of the child.

Definition Safeguarding

Safeguarding and promoting the welfare of children is defined as:

1. Providing help and support to meet the needs of children as soon as problems emerge.
2. Protecting children from maltreatment, whether that is within or outside the home, including online.
3. Preventing impairment of children’s mental and physical health and development
4. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
5. Taking action to enable all children to have the best outcomes

Definition: Child

In English law, a child is “anyone who has not reached his or her 18th birthday”. While pupils leave aged 11, the school recognises its duty to former pupils, including those over 18, but recognises that they have a different legal status.

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Contextual Safeguarding

The School acknowledges that abuse can happen in any organisation and in many different contexts. As such, the School also understands the value of Contextual Safeguarding.

Contextual Safeguarding is an approach to understanding, and responding to children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers sometimes have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent-child relationships.

The School recognises that we need to engage with individuals and sectors who do have influence over or within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Therefore, we seek to expand the objectives of child protection systems in recognition that children are vulnerable to abuse in a range of social context.

Mobile phones and the use of personal cameras are prohibited for Parents on the School Site. Staff should never use a mobile phone, for any purpose, in the presence of children. However special permission may be granted by the headmaster for photos to be taken for a specific event and deleted as soon as possible when transferred to the school drive.

Phone calls may not be made or answered in the presence of children. The following areas may be used within the working day:

- Staff Room
- EYFS Kitchen Areas (closed door)
- Study
- Front Car Park
- School office
- Headmaster's Office

School phones are exempt (Headmaster, Bursar, Maintenance Staff and Trip phones)

Terms of Reference [External Documentation]

This policy complies with the following key documents:

- Keeping Children Safe in Education (HM Government, September 2024)
- Working Together to Safeguarding Children (HM Government, December 2023)
- Children Missing Education (HM Government, September 2016)
- Independent School Standards Regulations (HM Government, 2014)
- Handbook for the Inspection of Schools: Commentary on the Regulatory Requirements (Independent Schools Inspectorate, September 2023)
- Prevent Duty Guidance for England and Wales (HM Government, July 2015)
- Safeguarding children and young people (Charity Commission Policy Paper, July 2014).
- Sexual Violence and Sexual Harassment between Children in Schools or Colleges (HM Government, May 2018)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019 updated September 2021)

This list is not exhaustive and due regard is given to a wide range of other important documents published by HM Government and other leading bodies.

Terms of Reference [Internal Documentation]

This policy is linked with several other key school documents:

- Anti-bullying policy
- Behaviour, rewards and sanctions policy

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- Data protection policy
- Equal opportunities policy
- E-safety policy
- Physical contact and physical restraint policy
- Pupil registration and attendance policy
- Recruitment policy
- Relationships Policy
- Risk assessment policy
- Staff code of conduct
- Whistle blowing policy

Data Protection

Written safeguarding records count as “sensitive personal data” under the General Data Protection Regulation and Data Protection Act (HM Government, 2018): they neither prevent nor limit the sharing of information for the purposes of keeping children and young people safe. As such, there is not a barrier to sharing information, and the duty to safeguard children overrides data protection obligations; however, parents who ask to see records may be allowed access, provided this does not put children at risk and that any questions of the child’s consent are satisfied.

The Designated Safeguarding Lead & Deputies

The School appoints a Designated Safeguarding Lead (DSL) who is a member of the School’s Senior Leadership Team and who takes lead responsibility for safeguarding and child protection. The DSL receives full training before taking up the role and attends further training sessions at least every two years, this will include local inter-agency working protocols and training in SMBC approach to *PREVENT* duty, as well as keeping up to date with safeguarding developments regularly, and at least annually.

There are also three Deputy DSLs appointed who are trained to the same level as the DSL and can act appropriately when safeguarding issues arise if the DSL is unavailable. During term time the DSL or a Deputy DSL will always be in School during school hours, or at least immediately contactable. Outside of school hours they will be available by phone if not in School. The details of all members of this Safeguarding Team are on the first page of this policy.

If, in exceptional circumstances, the DSL or a Deputy DSL are not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the Senior Leadership Team and / or take advice from local Children’s Social Services. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible. While the DSL can delegate some safeguarding responsibilities to the deputies, the ultimate responsibility for safeguarding lies with the DSL. Annex C of KCSIE 2024 outlines the duties of the DSL, which are also set out in the DSL’s job description.

Undertakings

Principles

The School gives primacy to the protection of its pupils, and seeks to provide a caring, safe and positive environment in which children can grow and flourish, developing their own talents.

To this end, the School will support every pupil’s development in ways that will foster their sense of security, confidence and independence, and in a manner that has respect for the dignity, privacy and beliefs of all, and which does not discriminate based on gender, ethnicity, beliefs, race, culture, religion, caste, sexual orientation or disability.

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Safeguarding and promoting the welfare of children is everyone's responsibility. All staff should make sure their approach is child centred. They should consider, at all times, what is in the best interest of the child. (KCSIE 2024)

Further details are outlined in the '*Policy on Behaviour, Rewards and Sanctions*' which is available to all members of staff and to Parents. The School recognises that the welfare of the child is paramount. No child or group of children must be treated any less favourably than others in being able to access services which meet their needs; all children without exception have the right to protection from abuse.

Recruitment

The School will comply fully with the government's published policies on safer recruitment, making the appropriate checks on all staff (including proprietors, employees, volunteers and contractors), including through the Disclosure and Barring Service (DBS) and by obtaining and following up thorough references. Staff are asked to complete a declaration in reference to disqualification under '*The Childcare Act*' [2006].

Assurance is obtained that appropriate suitability checks apply to any staff employed by another organisation who might be working onsite (such as building or service contractors) and to any individual working with the School's pupils (such as after-school clubs) or on an external site (such as on school visits).

Any individual working on our own site, and / or off-site with our pupils, for whom an enhanced DBS check with barred list has not been obtained will not be allowed to work in regulated activity and will be supervised by our staff at all times.

The School's safer recruitment procedures are set out in full in the School's Safer Recruitment Policy. These comply with Part 3 of KCSIE (September 2024), the Safeguarding Vulnerable Groups Act (HM Government, 2003) and other relevant safer recruitment guidance to ensure that no-one is employed within, by or on behalf of the School who is unsuitable to work with children.

Training

The School trains all staff, regardless of their role, to be vigilant and watchful for, and aware of, signs that a child may be in need of help, as well as the signs of abuse, neglect and exploitation.). To this end, all staff members receive appropriate safeguarding and child protection training which is regularly updated in line with the Solihull LSCP's guidance. All staff are, therefore, prepared to identify children who may benefit from early help.

In addition, all staff members receive safeguarding and child protection updates (via email and staff meetings) as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. Each time Part 1 of KCSIE is updated by the DfE existing staff are updated.

The DSL leads on ensuring that regular safeguarding and child protection updates are circulated to all staff. As part of their induction programme all newly appointed staff, including part-time, temporary and voluntary staff, receive training in safeguarding issues including:

- (i) This policy, including the policy on procedures to deal with peer-on-peer abuse
- (ii) Keeping Children Safe in Education (September 2024) Part 1 – and Annex B for school leaders and those who work directly with children
- (iii) The Code of Conduct including acceptable use of technology

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- (iv) What to do if you're worried a child is being abused – advice for practitioners (March 2015)
- (v) *'The Whistleblowing Policy'*
- (vi) The *'Behaviour, Rewards and Sanctions Policy'* and *'Anti-Bullying' & 'E-Safety Policies'*
- (vii) Safeguarding response to children who go missing from education
- (viii) The role of the DSL.
- (ix) PREVENT Training
- (x) Online Safety Training
- (xi) Evacuation, Emergency and Health and Safety Procedures

Staff are expected to sign to note they have read, understood, and confirm they follow the relevant sections of KCSIE, this policy and the Staff Code of Conduct.

The training for all Staff will cover a number of aspects, including but not limited to:

- (i) Part 1 of KCSIE (and Annex B for adults working directly with children), this policy and the Staff Code of Conduct
- (ii) The signs that a child may be in need of early help or additional support, at risk of harm or suffering from harm
- (iii) Indicators of abuse, neglect and exploitation. and specific safeguarding issues
- (iv) What to do if a child discloses abuse, including that confidentiality should never be promised and to avoid asking leading questions
- (v) How to escalate concerns about a child and allegations of abuse
- (vi) Inter-agency working, including in the context of a referral made to Children's Social Services and / or the LADO, the statutory assessment process and that the staff member may be asked to contribute to a child protection strategy meeting
- (vii) Early help
- (viii) Child on child abuse
- (ix) Online safety
- (x) Information sharing
- (xi) Guidance for all staff on boundaries and appropriate behaviour, 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 (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on)
- (xii) The existence and whereabouts of this policy, other relevant policies and safeguarding documentation including local authority procedures.
- (xiii) All staff should re-read and understand at least KCSIE Part 1 (and Annex B for adults working directly with children) each time it is updated by the DfE and are told of updates by the DSL and Deputy DSLs. Mechanisms to assist colleagues in understanding KCSIE include regular updates in staff meetings and short online quizzes.

Communication & Sharing of Information Internally

The School emphasises the need for good levels of communication between all members of staff to ensure that a structured procedure for the safeguarding of children will be followed in cases of suspected abuse (see Appendix C)

All staff should be aware children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and speaking to the DSL, if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children which facilitate communication. (KCSIE 2024)

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The School recognises the importance of information sharing in protecting children from harm and promoting children's wellbeing (the danger of not sharing information is highlighted in a number of serious case reviews). The School shares information in accordance with the General Data Protection Regulations (May 2018) and the guidance set out in Chapter 1 of Working Together to Safeguard Children (2024) and in Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024).

The School recognises that it plays a significant part in the prevention of harm by providing pupils with good lines of communication with trusted adults within an ethos built upon care, support and protection. To this end, all pupils (and members of staff) will have access to the document 'If You Have A Concern' which sets out whom pupils should contact if they are worried or in difficulty. This document is also discussed in class with all new pupils, and reprinted as Appendix D below.

The DSL is trained on the above guidance and works with staff to ensure that:

a) Fears about sharing information do not stand in the way of the need to promote the welfare and protect the safety of children

b) They understand and follow this guidance

c) They feel confident about the ways in which they share information, including with parents, other staff, and external professionals and agencies.

The School provides a systematic means of identifying and supporting all children who are suspected of being in need of early help or additional support, or at risk from harm, and of handling such cases appropriately in line with the procedures set out below.

- Within the School's PSHEE programme, during lessons and assemblies, and elsewhere in the curriculum, pupils are taught key safeguarding issues including but not limited to:
 - Safety online (see the Policy on e-Safety)
 - The dangers of radicalisation (within the Religious Education curriculum)
 - Issues surrounding consent to sexual acts.

The School will ensure full written records of all child protection procedures are maintained and stored confidentially. All concerns, disclosures or allegations, decisions and subsequent actions will be recorded securely and confidentially. All discussions, the decisions made and the reasons for these decisions will be recorded.

Communication & Sharing of Information Externally

Where pupils move to new schools, their child protection files will be transferred securely, separately from the main file, and a confirmation of receipt will be requested. The DSL and Safeguarding Team also proactively share additional information as necessary with next schools. The retention and destruction of files will be in accordance with the School's Data Protection Policy. The School follows the inter-agency and child protection procedures laid down by the Solihull LSCP, including but not limited to their threshold document and assessment procedures. The School is fully committed to inter-agency working in line with statutory guidance and this forms part of DSL and staff training. We work with all external agencies in the best interests of the child, including the local Police and Children's Services, who will be approached for advice and referral. Information will be shared securely with other professionals and local agencies.

Contextual Challenges

Children with existing Special Educational Needs (SEND)

Additional barriers can exist when recognising abuse, neglect and exploitation. In this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by bullying – without outwardly showing any signs
- Communication barriers and difficulties overcoming these barriers.

The Learning Support Department works with these pupils and helps to identify such barriers; the staff there provide another opportunity, in addition to those available to all pupils, for these children to raise safeguarding concerns.

Looked After Children

A Looked After Child is a child who is looked after by a local authority, subject to a care order, or who is voluntarily accommodated by a local authority. The most common reason for children being defined as LAC is because of abuse and / or neglect.

The School does not currently have any LAC but it may in the future. All Staff should understand how to keep LAC safe. Where a staff member encounters a LAC, they will be provided with the information they need in relation to the child's legal status and contact arrangements with birth parents or those with parental responsibility. They will also be provided with the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child.

The DSL takes the lead on all LAC and will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The DSL will convene a meeting of classroom teachers and SLT to share relevant information on any LAC.

CHILDREN AT RISK OF SIGNIFICANT HARM ABUSE, NEGLECT AND EXPLOITATION (LEVEL 4)

Level Four, the highest level of need, is defined by Section 47 of the Children Act (1989).

At this level, children are either suffering, or at risk of suffering, significant harm. Significant harm is caused when a child's health or development is seriously or permanently altered or damaged. Inflicting significant harm on a child, or failing to act to prevent it, is a definition of child abuse, neglect and exploitation..

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.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (for example, via the internet). They may be abused by an adult or adults, or another child or children.

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Detailed symptoms, indicators and behaviours associated with child abuse can be found in 'Child Maltreatment: when to suspect maltreatment in under-18s'¹ (NICE, 2017) and a broader treatment is available in 'What to do if you're worried a child is being abused: advice for practitioners'² (HM Government, 2015).

Physical Abuse

Physical abuse 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.

INDICATORS

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained:
 - o bruises or cuts;
 - o burns or scalds
 - o bite marks.

Typical accidental injuries involve knees, shins, elbows, palms of the hands, chin and forehead. They are in keeping with any explanation given and the development of the child. If a child arrives and injuries/marks are noted the member of staff on duty will complete an Injury on Arrival Form (APPENDIX H)

Emotional Abuse

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

INDICATORS

Children:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Lack of confidence / self-esteem
- Sudden speech disorders
- Self-harming
- Extremes of passivity and / or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted

¹ <https://www.nice.org.uk/guidance/cg89>

²

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

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- Unwillingness or inability to play
- Excessive need for approval, attention and affection.

Parents or carers:

- Parents or carers who withdraw their attention from their child, giving the child the “cold shoulder”
- Blaming their problems on their child
- Humiliating their child, for example, by name-calling or making negative comparisons

Sexual Abuse

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.

INDICATORS

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you would not expect them to have.
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.
- Children who have sudden changes in behaviour and school performance.
- Children who self-harm, self-mutilation or attempts at suicide
- Children who allude to secrets which they cannot reveal
- Children who tend to cling or need constant reassurance
- Children with a fear of undressing for gym activities

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

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse may involve an exchange for something the victim needs or wants and/or will be the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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INDICATORS

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

Neglect

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.

INDICATORS

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g.: not having a winter coat
- Children who are living in dangerous conditions, i.e.: around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured
- Children who have poor personal hygiene
- Children who are frequently tired
- Children who are frequently late / non-attendance at school
- Children who have a poor relationship with peers
- Children who are compulsively stealing and scavenging
- Children who run away
- Children with a loss of weight / being constantly underweight
- Children who have low self esteem
- Children with poor dental hygiene.

Children Missing or Absent from Education (CME)

The School understands its duty, as explained in KCSIE, in relation to the risks posed by Children Missing or Absent from Education. All children, regardless of their circumstances, are entitled to a full-time education that is suitable to their age, ability, aptitude and any Special Educational Needs they may have. A child going missing or being absent from education is a potential indicator of a range of safeguarding risks, including abuse, neglect and exploitation., and other issues.

The School will report to the Local Authority instances of prolonged unauthorised absence or a pupil being removed from the School's list under the circumstances outlined in KCSIE. All staff must also be aware of their role to identify children with prolonged absences and prevent children from going missing from education.

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In the short-term, the School will take appropriate action to find any pupil who is discovered to be missing from the School during the registration process; the Headmaster should normally be informed in the first instance and will coordinate the action taken. A written record is made of any incident of a pupil missing from the School, the action taken, and any reasons given by the pupil for being missing.

For longer term absence, the School will ensure that any pupil currently on the Child Protection Register who is absent without explanation for two days is referred to Children's Services. For further details of the School's procedures and responses please see the Pupil Registration and Attendance Policy which is available to all staff. This contains the School's procedures for unauthorised absence, including on repeat occasions, as well as referral to the Local Authority.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse, neglect and exploitation, or other potentially traumatic

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Radicalisation & Preventing Extremism

It is the School's duty (the Prevent duty) to have due regard to the need to prevent pupils from becoming terrorists or supporting terrorism. It recognises that during the radicalisation process it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person legitimises support for, or use of terrorist violence. There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer to their psychological or emotional problems.

The internet and the use of social media has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately.

One possible action would be a referral to the Channel programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate

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support plan for the individuals concerned. The referral procedures set out below also apply where there are concerns about children who may be at risk of being drawn into terrorism.

The DSL is the designated Prevent duty person responsible for coordinating action within the School and liaising with other agencies, including the Prevent Lead. The School has assessed the risk of radicalisation posed to the School's pupils and it considers the current risk to be low. The risk is reviewed annually as part of this policy's review procedure.

- The School will work in partnership with parents and with other agencies, including Police, LCSP and the West Midlands Prevent and Channel teams.
- The DSL will attend Prevent awareness training and provide advice to other members of staff.
- The School will help young people stay safe online through appropriate filters and monitoring (see the Policy on eSafety).
- Visiting speakers to the School will be vetted by senior members of staff in order to prevent extremist views being expressed without challenge. Internal speakers and the subjects of their intended talks will also be monitored by staff and any concerns immediately reported to the Headmaster.
- The School will work more generally to ensure the Fundamental British Values of democracy, rule of law and acceptance of others are celebrated, modelled and are not undermined.

INDICATORS

- A conviction that their religion, culture or beliefs are under threat and treated unjustly
- A tendency to look for conspiracy theories, and a distrust of mainstream media;
- A sense of debt or guilt
- Blaming parents for family problems
- Feeling let down, and perhaps 'religious seeking'
- Peer pressure, low self-esteem, and/or the need for identity and belonging
- Physical change / growth spurt (being bigger than peers)
- Being secretive about who they have been talking to online and what sites they visit
- Possessing items – electronic devices or phones – you have not given them
- Becoming emotionally volatile.

Honour Based Violence (HBV) & Female Genital Mutilation (FGM)

Honour-based violence (HBV) encompasses crimes that have been committed to protect or defend the honour of the family and/or community. Female Genital Mutilation (FGM) and forced marriage are examples of such. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. 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 it 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. Staff 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.

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Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of Multi-agency statutory guidance on female genital mutilation (April 2016); Chapter 9 focuses on the role of schools to which the School has due regard.

Whilst all Staff should speak to the DSL regarding any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the Police. Those failing to report such cases to the Police will face disciplinary sanctions.

Unless the teacher has good reason not to, they should still consider and discuss the case with the DSL to involve Children's Social Services as appropriate. This duty does not apply where a teacher merely suspects that an act of FGM may have been carried out or that a girl may be at risk of FGM. In all at risk or suspected cases and in cases relating to girls aged 18 or over, teachers should discuss their concerns with the DSL immediately. Any non-teaching staff with concerns about FGM should also report their concerns to the DSL immediately.

Child on Child Abuse

Young people under the age of 18 are capable of physically, sexually or emotionally abusing other people under the age of 18. It is no longer acceptable to tolerate child on child abuse, dismiss it as normal behaviour amongst children, or pass it off as "banter", "part of growing up" or 'having a laugh'. We recognise that even if there are no reported cases of child on child abuse, this may still take place, even if not reported, including sexual harassment and online abuse.

Staff should not develop high thresholds before taking action: it must be taken as seriously as abuse by adults and be subject to the same safeguarding procedures. Members of staff must not attempt to deal with child on child abuse as a pastoral, classroom or disciplinary issue, and should not impose their own thresholds before consulting the DSL.

It is true that there will sometimes be a grey area between, on the one hand, incidents which should be regarded as abusive, and on the other, incidents which are more properly dealt with in schools such as (for example) children fighting or experimenting sexually. The DSL can advise staff on the thresholds which pertain to different definitions of child on child abuse, and in some cases may seek further clarification from pupils. Staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence such as rape, assault by penetration and sexual assault
 - Sexting (also known as youth produced sexual imagery)
 - Initiation / hazing type violence and rituals.
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may stand-alone or be part of a broader pattern of abuse
 - Upskirting, which typically involves taking a picture underneath a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

If there is reasonable cause to suspect that a child is suffering or likely to suffer harm at the hands of another child, the DSL will refer the matter to the Local Authority or the Police, whose directions the School will then follow.

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Allegations against pupils who have left the School but remain under 18 will be passed to the Police and / or the Local Authority in the area in which the pupil is currently living. Generally speaking, the School will always quickly inform the parents of victim(s) and perpetrator(s) of potential child on child abuse, unless:

- (a) it has reason to believe that a child is at risk of significant harm, and by doing so would make the situation worse
- (b) it has been told not to by the Police or Local Authority.

A victim of child on child abuse is likely to need considerable support. In addition, the perpetrator is likely to have unmet needs (the evidence suggests such children have often suffered disruption in their own lives) as well as posing a significant risk of harm to other children. As such, a pupil against whom an allegation of abuse has been made may be suspended from the School during an investigation. After the immediate issues have been addressed, and depending on the severity of those issues, the Local Authority may decide to oversee risk assessments and care plans for the victim and / or the perpetrator, in which case the School will cooperate fully; the local authority may decide to hand the matter back to the School, in which case the needs of the victim and / or perpetrator will be addressed as appropriate.

The School actively seeks to prevent all forms of child on child abuse by educating pupils and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the School community, and responding to all cases of child on child abuse and any cases of bullying (no matter how trivial) promptly and appropriately.

Pupils are educated about the nature and prevalence of child on child abuse through PSHEE lessons: they are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including the vulnerability of the perpetrator.

Pupils are regularly informed about the School's approach to such issues, including its zero tolerance policy towards all forms of bullying and child on child abuse. Staff are trained on the nature, prevalence and effect of child on child abuse, how to prevent, identify and respond to it.

INDICATORS

- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard you would ordinarily expect
- Physical injuries
- Having difficulties with mental health and / or emotional wellbeing
- Becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much
- Drugs and / or alcohol use
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- Children who have:
 - (i) witnessed or experienced abuse or violence themselves
 - (ii) suffered from the loss of a close family member or friend
 - (iii) experienced considerable disruption in their lives. If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with the Safeguarding policy.

If a child is in immediate danger or at risk of harm, a referral to Children's Social Services and / or the Police should be made immediately. For further information on child on child abuse, see Appendix E

Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any age or sex** and all staff should maintain an attitude of **'it could happen here.'** The school recognises that this may be happening even if there are no reported cases.

These matters are often complex and will require support from the LADO and Police, as necessary. Victims should be immediately reassured that they have acted appropriately in reporting the matter and they must not be given the impression that they are creating a problem by making such a report, nor should they be made to feel ashamed. Reports should be managed in accordance with good practice. Staff should always discuss concerns about sexually harmful behaviour involving pupils with the DSL.

It is important that sexual violence and sexual harassment are shown to be unacceptable, and not passed off as "banter" or "part of growing up". Where an incident between two pupils takes place away from the School, the School's safeguarding duties remain the same. The School will take reasonable measure to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media.

Where there is a report of sexual violence, the DSL should make an immediate risk and needs assessment, then keep those assessments under review. This must consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and, if appropriate, adult students and Staff) at the School,

especially any actions that are appropriate to protect them. Engagement with specialist services will then be required.

Careful consideration will be given to:

- The wishes of the victim in terms of how they want to proceed
- Any investigation will be progressed and any support that they will be offered
- The nature of the alleged incident(s), including: whether a crime may have been committed

and consideration of harmful sexual behaviour

- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

- If the alleged incident is a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children or Staff
- Other related issues and wider context.

While the facts are being established, the School will remove the alleged perpetrator from any classes shared with the victim and consider how best to keep them at a reasonable distance apart, in the best interests of both children. Careful consideration will be given as to when to inform the alleged perpetrator, and this may be discussed with relevant agencies.

Consideration, with the support of professionals, will be given as to how the matter will be handled. There are four likely routes to be considered when managing a report of sexual violence or sexual harassment:

1. Managing internally: in some cases of sexual harassment (such as one-off incidents) a school may be allowed to manage the incident internally

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2. Early help: this is particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation

3. Referrals to Children’s Social Services: in cases where there has been harm, or there is an immediate risk, a referral should be made to Children’s Social Services

4. Reporting to the Police: in cases where rape, assault by penetration or sexual assault is reported the School will not wait for the outcome of a Police investigation before protecting the victim, perpetrator and other children in the school. The DSL will work closely with the Police to ensure that the School’s actions do not jeopardise the Police investigation. If a child is convicted or cautioned, the School will update the risk assessment and consider suitable action through their behaviour policy.

It is important to ensure the victim and perpetrator remain protected, especially from bullying or harassment. Where no further action is taken, or a child found is not guilty, the School will continue to support the victim and perpetrator.

The School recognises that in cases where the Police choose to take no further action the School will continue to engage with specialist support for the victim. It is also acknowledged that, when a child abuses another child, they may themselves have been a victim of abuse and the need to support the alleged perpetrator will be emphasised. If there are delays in the handling of these issues, the priority will remain the protection of the victim and their ongoing welfare; coupled with that will be a commitment to the safeguarding and support of the alleged perpetrator.

Some situations are statutorily very clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves. The School recognises that consent means “freedom and capacity to choose” and this definition is addressed in the School’s curriculum when appropriate.

Sexting – Youth Produced Sexual Imagery [YPSI]

Sexting is defined here as “sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet”. Creating and sharing sexual photos and videos of under-18s is illegal.

When an incident involving sexting comes to the School’s attention, the incident should be referred to the DSL as soon as possible such that an initial review meeting with appropriate School staff can be held before subsequent interviews with the young people involved (if appropriate).

Parents should be informed at an early stage and involved in the process, unless there is good reason to believe that involving parents would put the young person at risk of harm. The UKCCIS guidance will be followed.

In particular, members of staff who suspect that a sexualised image of a child is contained on an electronic device should not ask to view the image. At any point in the process, if there is a concern a young person is in need or at risk of harm, a referral should be made to Children’s Social Services and / or the Police immediately, in accordance with the procedures set out in this policy.

Online Safety

Safeguarding of children extends to the online environment. All Staff should be aware of the risks posed to children by technology and the internet, and should understand their role in preventing, identifying and responding to harm caused by its use. Abuse can take place wholly online or

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technology may be used to facilitate offline abuse. There is a separate policy on e-Safety outlines how

- The School has adopted a whole-school approach to online safety which captures the range and complexity of the risks and of children's experiences of those risks
- The school seeks to mitigate those risks as far as possible without depriving children of the significant benefits provided by technology and the internet.
- The school handles all cases of online harm appropriately and with sensitivity.

This policy sets out the risks posed to children by the internet and technology, the indicators that a child may be at risk of such harm, and the measures taken by the School to mitigate these risks, including pupil and parent education, staff training, and limiting the risk of harm caused by the School's IT systems (e.g.: appropriate filters and monitoring).

The breadth of issues within online safety is considerable, but can be categorised into four areas of risk:

- **content:** *being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.*
- **contact:** *being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.*
- **conduct:** *personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and*
- **commerce** - *risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).*

Domestic Abuse

Domestic Abuse is a safeguarding issue and children and young people are at risk and also vulnerable in terms of keeping themselves safe from others. This also includes where children see, hear or experience the effects of domestic abuse. Young people can be affected in the following ways:

- Psychologically
- Physically
- Sexually
- Financially
- Emotionally

Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

Self-harm

This includes pupils deliberately cutting their own skin, eating disorders and substance abuse. Members of Staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

Serious Bullying

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Bullying can take many forms. Broadly, it is unkind and usually persistent behaviour intended to assert the power of one person over another, usually by frightening or humiliating the victim. It may take the form of verbal, physical or emotional abuse or harassment. A victim may be picked on because of gender, race, religion, culture, physical appearance, sexual orientation, a special educational need or disability – or for no obvious reason at all. *'The Policy on Anti-Bullying'* contains further details on the School's approach. Members of staff with information about this matter must bring it to the attention of the DSL and Deputy Head, who will consult with the local authority.

Gangs & Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (June 2018) will be considered. This can affect any child or young person (male or female) under the age of 18 years. It:

- Can still be exploitation even if the activity appears consensual
- Can involve force and / or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

CHILDREN IN NEED LEVEL 3

At this level, which is defined by Section 17 of the Children Act (1989), a child is not immediately at risk, but his or her needs are already regularly unmet, and without the intervention of specialist support services working in partnership with the family, the child's situation will probably deteriorate still further.

INDICATORS: Children

- Chronic or significant ongoing health issues
- A disability requiring significant support
- Weight or growth falling two centile ranges (without diagnosed medical problem)
- Missing most immunisations
- Frequent or persistent accidents
- Significant mental health issues
- Evidence of self-harm
- Suicidal thoughts (but without plans or intent)
- An acrimonious, perhaps aggressive relationship with parents
- Significant caring responsibilities at home
- Inappropriate sexual behaviour or activity
- Frequently in risky situations: deliberately puts others or self in danger
- Engagement in risky online behaviour
- Behaviour at school which may lead to exclusion
- Subject to persistent discrimination
- Repeated expressions of low self-esteem.

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Parents or carers

- A family experiencing a crisis which may result in breakdown of care
- Parents separated, with conflict over contact (child may be used as a pawn)
- Parents are inconsistent in their attachment to child: child is rarely comforted or encouraged
- Supervision of child is sometimes unsafe
- Parents sometimes use inappropriate caregivers
- Parents struggle to provide for child's basic physical or emotional needs as a result of mental health or disability issues, substance misuse (including alcohol) or domestic abuse
- Parents frequently put their own needs above those of child.

Members of staff with information about such matters must bring it to the attention of the DSL, who will consult with the local authority.

EARLY HELP PLANS LEVEL 2

At this level, a child is not immediately in need, but may be vulnerable to emerging issues that may turn into more serious and longer-term issues if left unaddressed. All staff are prepared to identify children who may benefit from Early Help Plans.

INDICATORS: Children

- A disability or physical illness which requires some support
- Newly arrived in the UK
- Slight speech or language issues
- Missing routine health appointments
- Missing some immunisations
- Slow physical development
- Minor dietary issues
- Minor mental health issues emerging
- Exploring alcohol abuse or low-level drugs relationships
- Gang involvement and association with organised crime groups
- Clothing and / or personal hygiene raise low-level concerns
- School attendance is low (85%-94%)
- Special Educational Needs
- Struggling academically
- Escalating behaviour issues
- Questioning self-worth
- Has some caring responsibilities in family
- At risk of modern slavery, trafficking or exploitation
- At risk of being radicalised
- Has returned home to their family from care
- Is privately fostered. Parents or carers
- Family relationships are strained
- Family are experiencing issues such as bereavement or divorce
- Parents are experiencing parenting challenges
- Parental supervision raises low-level concerns
- Parents are overprotective
- Parents do not provide a safe context (drug and alcohol misuse, mental health issues, domestic abuse).

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- Has experienced multiple suspensions, is at risk of being permanently excluded from schools colleges and in alternative provision or a pupil referral unit.
- Has a parent or carer in custody, or is affected by parental offending.
- Is frequently missing/goes missing from education, home or care.

The School is likely to seek advice from Children's Social Services in such a circumstance. Usually, Children's Social Services will refer the matter back to the School to put together an Early Help Plan which will seek to inform the pupil's family more formally in providing support. EHPs are only drawn up with the parent's full agreement and cannot exist without it. External professionals sometimes assist with this. A copy of any completed EHP is usually sent by the DSL to the local authority covering the pupil's home address, although this can vary between areas.

INDIVIDUAL WELFARE PLAN LEVEL ONE

Many of pupils will have temporary issues to do with:

- Health concerns
- Family issues
- Academic worries
- Peer relationships etc.

These matters will be addressed successfully by their families and by services that are universally open to all pupils daily: Special Educational Needs department, Class Teachers, any additional staff.

Children whose needs are met by these universal services are said to be at Level One. There will be a few pupils every year whose difficulties will be such that the School will need to ensure it coordinates services more formally and this is done using an Individual Welfare Plan (IWP). These are not recorded as safeguarding issues unless other factors are involved. With the permission of the pupils (where appropriate), information is shared as early as possible with parents and other agencies.

CONCERNS OR ALLEGATIONS AGAINST MEMBERS OF STAFF THAT DO NOT MEET THE HARM THRESHOLD - Low Level Concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils.

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When handling low level concerns, the School will always follow Part 4 of KCSIE and the low level concerns policy. Responsibility for appropriate action rests with the Headmaster.

CONCERNS OR ALLEGATIONS AGAINST MEMBERS OF STAFF THAT MEET THE HARM THRESHOLD

The safety and wellbeing of our pupils depends on the vigilance of all our staff and their prompt communication to the Headmaster of any concerns, no matter how small, about any adult's suitability to work with or have access to children.

The notification and prompt handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse, and to protect adults against misunderstandings or misinterpretations. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns, or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

When handling allegations, the School will always follow Part 4 of KCSIE. Responsibility for appropriate action rests with the Headmaster. The procedure would be used in all cases in which it is alleged that a teacher or other member of staff or volunteer has:

- a) behaved in a way that has harmed a child, or may have harmed a child
- b) possibly committed a criminal offence against or related to a child
- c) behaved towards a child or children in a way that indicates they would pose a risk of harm to children.
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children. (Includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children, this is known as transferable risk)

Informing others about concerns

Any such concerns or allegations about an adult in the School (or those working with the pupils outside of the School) should be reported to the Headmaster immediately. This includes supply staff and volunteers. Where concerns are raised about supply staff or contractors the school will keep the supply agency or contractors firm fully apprised of the situation. Although basic inquiries to establish facts will be made as necessary.

Staff or pupils may discuss their concern with the DSL and the DSL will then refer it to the Headmaster immediately. The adult to whom the concern or allegation (referred to hereafter as allegation) relates should not be informed. If the allegation is about the DSL, then the Headmaster will need to be informed directly, without informing the DSL. If the allegation is about the Headmaster, staff must immediately inform the Chair of the Directors who has Responsibility for Safeguarding without informing the Headmaster.

The Headmaster (or the Chair of the Directors in cases of allegations against the Headmaster) will inform the LADO of all allegations if they believes that a member of staff has behaved in a way which meets the criteria above as soon as possible and in any event within 24 hours of the School becoming aware of the allegation. If it is suspected that a crime has been committed, the Police will be informed, and then the LADO.

The Headmaster will normally discuss all allegations with the DSL unless it relates to the DSL. Borderline cases will be discussed without identifying individuals in the first instance.

Handling Concerns

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All allegations will be dealt with fairly, quickly and consistently in a manner that provides effective protection for the child and, at the same time, supports the person who is the subject of the allegation. The LADO will discuss with the Headmaster (or Chair as above), and any other relevant agencies such as the Police, which further steps (if any) should be taken; this could involve informing parents. The School will not undertake its own investigation without reference to the LADO.

Where a referral to the Police has been made directly, the Headmaster (or Chair) will inform the LADO of the referral as soon as possible and in any event within 24 hours of the School becoming aware of the allegation. There may be cases where the LADO or Police are made aware of an allegation before the School is and in those cases they will notify the School of the allegation immediately. All discussions with external agencies should be recorded in writing. When an allegation is made, the School will make every effort to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated. Where a teacher is facing an allegation of a criminal offence involving a pupil registered at the School, the teacher concerned is legally entitled to anonymity until the teacher is charged with an offence, the anonymity is waived by the teacher or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation.

The Education Act (2002) prevents the publication of any material which could lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation).

The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

The person against whom an allegation is made should normally be informed as soon as possible after the result of the initial investigation is known. However, where a strategy discussion is needed, or Police or Children’s Social Services need to be involved, the person against whom the allegation has been made should not be informed until these agencies have been consulted. When the individual against whom the allegations have been made is spoken to, they will be warned that anything said will be recorded. The School will appoint a representative to keep the person informed of the likely course of action and the progress of the case. They should also advise the individual to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer. They will be kept informed of the timescales in accordance with KCSIE.

Support for Staff

The School recognises that Staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. Accordingly, the School will support such Staff by providing an opportunity to talk through their anxieties with the DSL or external counsellor.

Suspension

If there is cause to suspect that a child or children at the School are at risk of harm from the accused person, then the person concerned will be suspended. Due weight should be given to the views of

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the LADO and to the Police when deciding about suspension and all alternative options should be considered prior to taking that step.

The reasons and justification for suspension will be recorded and the individual informed of them. In the case of staff, the matter will normally be dealt with in accordance with the Staff Disciplinary Procedure. In cases where the School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the School, it will be necessary to suspend that person from teaching immediately, pending the findings of the investigation by the Teaching Regulation Agency.

Outcomes

The initial sharing of information and investigation may lead to a decision that no further action is to be taken, in which case this decision should be recorded by the Headmaster and an agreement should be reached with the LADO on what information should be put in writing to the individual concerned.

If the outcome is (1) malicious, (2) false, (3) unsubstantiated or (5) unfounded, a confidential record will be kept, but the decision will not affect the member of staff's employment, and it will not be mentioned in any reference for employment elsewhere.

The Headmaster should then consider with the LADO about what action should follow, both in respect of the individual and those who made the initial allegation. Where appropriate, the matter will be dealt with under the School's Disciplinary Procedure.

If the allegation is (4) substantiated, this will be recorded and will be mentioned in any reference for employment elsewhere.

Record Keeping

A record will be made of all conversations, including any advice or recommendations by the designated office. These records and any associated documentation shall be maintained in a folder which relates exclusively to allegations against staff. A clear and comprehensive summary of all allegations shall be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The summary shall include details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached.

Allegations that are found to have been (1) malicious will be removed from personnel records and the person against whom the complaint has been made will be informed that the matter is closed.

However, for all other allegations, the School will, in accordance with KCSIE, retain a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decision reached on the personnel record. A copy will be provided to the person concerned.

Following Up

During the course of the investigation, the School in consultation with the LADO will decide what information will be given to parents, staff, volunteers and other students, and how media enquiries are to be dealt with. Any pupils who are involved will receive appropriate care.

If it is established that the allegation is (2) false, (3) unsubstantiated or (5) unfounded, a written record will be made of the decision and the justification for it and then the person against whom the complaint has been made would normally be informed that the matter is closed.

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If the allegation is (4) substantiated and the member of staff (whether employed, contracted, a volunteer or a student) resigns or is asked to leave the School, or would have been removed had they not left, on the grounds that they:

- Have harmed (or pose a risk of harm) to a child or vulnerable adult
- Have received a caution or conviction for a relevant offence
- Are reasonably believed to have committed a listed relevant offence
- Have been removed from working (paid or unpaid) in regulated activity. then the

Headmaster will (as soon as possible after the person has resigned or the School has ceased to use his/her services) notify the Disclosure and Barring Service at PO Box 101, Darlington DL1 9FA (01325 953795). DBS guidance is given in <http://www.homeoffice.gov.uk/dbs>.

The School will not enter into settlement or compromise agreements to prevent a referral being made to the DBS when it is legally required. Failure to make a report by an employer where the member of staff has harmed or is likely to harm a child constitutes a criminal offence.

For teachers, separate consideration will be given as to whether to refer the matter to the Teaching Regulation Agency in order to consider prohibiting the individual from teaching (this includes cases where they would have been dismissed if they had not resigned): the Headmaster, consulting the LADO, will consider whether or not to refer the matter to the Teaching Regulation Agency. The Teaching Regulation Agency may impose a prohibition order to prevent teachers from working in the profession following a finding of:

- Unacceptable professional conduct
- Conduct that may bring the profession into disrepute
- Conviction, at any time, for a relevant offence.

The School will always consider what lessons can be learnt from any cases of abuse and how the School's safeguarding systems can be improved to reduce the risk of such abuse recurring.

Historic

A colleague who becomes aware of an allegation against a former member of staff, or against a former pupil who is now aged over 18, should pass it to the Headmaster, who will check the existence of other relevant records before promptly informing the Police.

Members of staff who become aware of allegations involving former colleagues or former pupils must otherwise keep the matter wholly confidential.

THE MANAGEMENT OF SAFEGUARDING AND CHILD PROTECTION

Record Keeping

The DSL is responsible for keeping a secure, accurate written record of concerns raised and actions taken at Levels Three and Four, and for ensuring that the safeguarding file is passed on promptly to the future educational establishment of any pupil leaving the School. Files should be transferred within 5 school days.

Consideration will be given to sharing information in advance of sharing the child protection file. The School will keep a copy of the file. A receipt of the original is confirmed in writing by the new establishment.

General Principles

See Appendices A, B, C and D.

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NECESSARY AND PROPORTIONATE

When taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act (2018), and you should consider the impact of disclosing information on the information subject and any third parties. Information must be proportionate to the need and level of risk.

RELEVANT

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions. ADEQUATE Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

ACCURATE

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

TIMELY

Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Staff should ensure that enough information is shared, as well as consider the urgency with which to share it.

SECURE

Wherever possible, information should be shared in an appropriate, secure way. Staff must always follow their organisation's policy on security for handling personal information.

RECORD

Information sharing decisions should be recorded, whether the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so.

Procedure for Readers & Visitors

Visitors and Readers are signed in at the front office. They are badged and they are never left unsupervised with children.

Procedure for Staff Dealing with Abuse Including Child on Child Abuse

When a staff member has any concerns about a child, then they should discuss these with the DSL. The DSL will decide on an appropriate course of action. This discussion and actions taken will be recorded. The flow chart in Appendix C, Actions where there are concerns about a child, provides a guide to the process.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

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Options include:

- Managing any support for the child internally via the School's own pastoral support processes
- An early help assessment
- A referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

Early Help

All staff should be aware of the Early Help process and understand their role. This includes:

- identifying emerging problems and potential unmet needs
- liaising with the DSL
- sharing information with other professionals to support early identification and assessment
- in some cases, acting as the lead professional in undertaking an assessment of the need for early help.

All Staff should be alert to identifying children who may benefit from Early Help. Early Help means providing support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. When a member of staff has a concern that a child may be in need of early help then they should, in the first instance, discuss Early Help requirements with the DSL.

Where a child and family would benefit from coordinated support from more than one agency (e.g.: education, health, Police) there should be an inter-agency early help assessment – such as the Common Assessment Framework. This should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

If Early Help is appropriate, where they are not taking the lead, then the DSL should support the member of staff in liaising with other agencies, and setting up an inter-agency early help assessment as appropriate.

The Early Help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by the DSL or a teacher (or a GP, family support worker, health visitor and / or Special Educational Needs Coordinator).

Decisions as to who performs this role should be taken on a case by case basis and should be informed by the child and their family. For an early help assessment to be effective:

- It should be undertaken with the agreement of the child and their parents or carers, and should involve the child and their family as well as all of the professionals who are working with them
- A teacher (or other relevant professional) should be able to discuss concerns they may have about a child and family with a social worker in the local authority
- If parents and / or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate.

If so, a referral to Children's Social Services may be necessary. Effective early help in a school setting involves the School (under the guidance of the DSL) providing high quality support, in cooperation with or coordinating other agencies as appropriate, to help address the assessed needs of the child and their family early, in order to significantly improve the outcomes for the child. It is hoped that in each case this should improve the welfare of the relevant child. However, each case should be kept

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under constant review, and consideration should be given to a referral to Children's Social Services if the child's situation does not appear to be improving.

Children in need or who are at risk of significant harm or in immediate danger

If at any time it is considered that the child may be a child in need, has suffered or is at risk of significant harm, or is in immediate danger, a referral should be made immediately to Children's Social Services – in the local authority where the child lives and in accordance with the threshold document published by the relevant LSCP.

If a child is in immediate danger or is at risk of harm a referral should be made to Children's Social Services and / or the Police immediately.

Any member of staff (or volunteer) may make a referral directly to Children's Social Services. There is a duty on all staff to persist with referrals to Children's Social Services if they feel appropriate action is not being taken. However, all staff are expected to raise concerns with the DSL in the first instance and should inform them if they make a referral directly.

If confronted with a possible case of abuse, or disclosure of abuse, each member of staff should in the first instance follow the simple rules of listening and being supportive, but without asking any leading questions. Staff should write up their conversation as soon as possible (as near verbatim as possible) and such notes should be signed and dated by the member of staff and handed to the DSL.

If a pupil is deemed to be at risk, or has made an allegation or disclosure of abuse, it must be explained to the pupil that the member of staff is under a duty to report the matter and that confidentiality cannot be promised. All Staff will be made aware that they have a professional responsibility to share information in order to safeguard children. The pupil will need to be reassured that only the minimum number of people will need to know in order to keep them safe, and that it is in their best interests that the matter is reported.

It is not appropriate for Staff to conduct any kind of investigation; Staff cannot undertake to keep confidential what the pupil has told them. If a member of staff has concerns about an adult's behaviour towards pupils, they must report these to the Headmaster.

A child's wishes and feelings should be taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback to Staff. These operate with the best interests of the child at their heart. In each case, discretion and confidence will be maintained at the appropriate level, the DSL being responsible for communicating strategies and decisions to fellow professionals. The DSL will report her response to the Headmaster; keep them apprised of any developments; and maintain the written records. Parental consent is not required for referrals to statutory agencies.

Whistleblowing

All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of a pupil or pupils. If a member of staff believes that best practice in this area is not being adhered to or that practice may put a pupil or pupils at risk they should follow the School's Whistleblowing Policy.

No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and following the whistleblowing procedures.

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Where an adult feels unable to raise a concern about poor safeguarding practice with the School, or where they feel that their concern is not being addressed, they can raise their concern externally:

- Guidance can be found at - <https://www.gov.uk/whistleblowing>
 - The NSPCC whistleblowing helpline is available for adults who do not feel able to raise concerns regarding child protection failures internally.
- E: help@nspcc.org.uk. T: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday
A: National Society for the Prevention

Monitoring, Evaluation & Review


As proprietor, has ultimate responsibility for safeguarding and for the leadership of high quality safeguarding within the School. A member of the Directorate has leadership responsibility for the School's safeguarding arrangements and is responsible for overseeing safeguarding matters and procedures within the School. This is currently Charlotte Laurens. This Director receives regular safeguarding training, such that she has the necessary knowledge, skills and expertise for the role. The DSL reports regularly to this Director responsible for safeguarding procedures and on particular causes for concern. The Directorate has a number of specific duties, which are set out in Part 2 of KCSIE and which include oversight of the School's safeguarding policies, the position and role of the DSL, inter-agency working, staff training, online safety, IT filters and monitoring, teaching pupils about safeguarding, inspection, safer recruitment, allegations of abuse made against staff and other children, and children with special educational needs (SEN) and disabilities.

The Directorate discharges these duties by receiving annual reports on safeguarding matters from both the Headmaster and the Director with responsibility for safeguarding, enabling it to review how effectively the School is fulfilling its obligations under current legislation; reviewing this policy annually and inspecting the School's Single Central Register. This policy is reviewed annually by the Directorate and updated more frequently as necessary by the DSL.

The School regularly assesses the effectiveness of its safeguarding procedures as a whole – in a group including, amongst others, the Headmaster, Deputy DSLs and other staff with significant pastoral responsibilities – and will seek to remedy any deficiencies without delay.

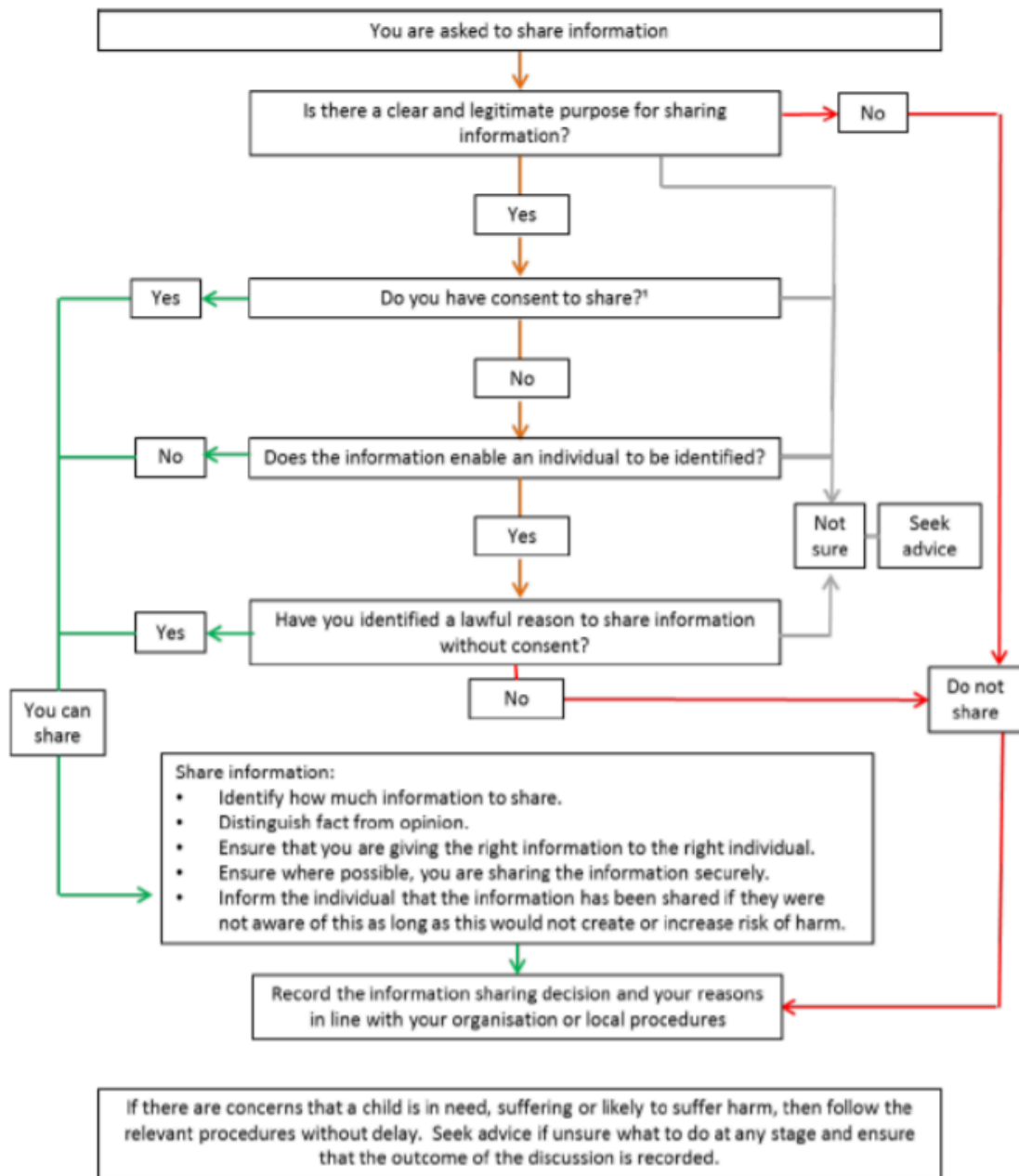
Child Protection Procedures

(issued to staff on wallet sized cards)

 Ruckleigh School	
SAFEGUARDING	
<p>You MUST follow the Code of Conduct: Treat all pupils with respect and act professionally at all times. Refer any concerns, do not investigate.</p>	<p>You MUST NOT Exaggerate, trivialise, or ignore Child Abuse (physical abuse, emotional abuse, sexual abuse, neglect, CSE, CCE) Promise Confidentiality. Fail to report something about which you are concerned.</p>

<p>WHAT TO DO IF.....</p> <p>You suspect a pupil is being abused or a pupil makes a disclosure to you.</p> <ul style="list-style-type: none"> ● Write down child's account verbatim ● Report the matter immediately to the DSL rachelchandler@ruckleigh.co.uk DDSL (if DSL is not available) Dominic Smith - 07483402190 head@ruckleigh.co.uk janefinch@ruckleigh.co.uk hayleyclark@ruckleigh.co.uk ● Do NOT share your concerns with other adults or pupils <p>You receive an allegation against a member of staff</p> <ul style="list-style-type: none"> ● Report the matter immediately to the Headmaster head@ruckleigh.co.uk ● If it is about the Headmaster, report the matter to the Managing Director admin@ruckleigh.co.uk

Flow chart on when to share information



Actions where there are concerns about a child



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

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

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

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

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

APPENDIX D

If you have a concern

[posted in main school classrooms]

EYFS and EAL pupils have the information on this document in pictorial form.

Most of the things that concern you at school are likely to be sorted out informally before they become major problems. We hope that you feel able to share any worries about work with your teachers and parents. However, there may be other problems occasionally which could require different treatment. For example:

- You may feel that you are being unfairly treated by a member of staff or a pupil
- You may feel that you are the victim of verbal and/or physical abuse
- You may have concerns for the welfare of another pupil, it is important that you feel able to share concerns such as these with us so that where necessary we can work together to sort out any misunderstanding or to take remedial action.

How we can help

If you have a concern, there are plenty of adults who would be happy to listen and give advice:

- Your Class Teacher
- Your Coach/Music Teacher
- Any teacher you trust.

You could also talk to:

- The DSL, Rachel Chandler
- DDSL EYFS, Hayley Clark
- Anyone in the Office you trust
- DDSL, The Head, Dominic Rhys Smith
- DDSL, The Deputy Head, Jane Finch

Confidentiality

Your welfare, and that of other children, is always the paramount concern for the School. This means that any person you may share your concerns with is obliged to bring these to the attention of the relevant authorities if they view them to be sufficiently serious. You can be assured that once your concern is shared with the School every effort will be made to work with you to sort it out swiftly and sensitively.

What is Child on Child Abuse

What is child on child abuse? For these purposes, child on child abuse is any form of abuse perpetrated by a child towards another child. It can take many different forms including, but not limited to, serious bullying (including cyber-bullying)³, relationship abuse⁴, child sexual exploitation, youth and serious youth violence⁵, harmful sexual behaviour⁶, and gender-based violence⁷.

These categories of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Sexting can but does not always constitute abusive behaviour.

What role does gender play?

Child on child abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

When does behaviour become abusive?

It can be difficult to distinguish between abusive behaviour which should be dealt with in accordance with the procedure set out below, and behaviour which does not constitute abuse, such as low-level bullying (where the School's anti-bullying policy should be followed) or age appropriate sexual experimentation. Factors which may indicate that behaviour is abusive include (a) where it is repeated over time and/or where the perpetrator intended to cause serious harm; (b) where there is an element of coercion or pre-planning; and (c) where there is an imbalance of power, for example, as a result of age, size, social status or wealth. This list is not exhaustive, and staff should always use their professional judgement and discuss any concerns with the DSL.

³ See 'Anti-Bullying Policy' 2023

⁴ <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

⁵ Serious youth violence is any of the most serious offences where the victim is aged 19 or below, including murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. Youth violence also includes assault with injury offences.

⁶ This is any sexual behaviour by a child or young person which is outside of developmentally "normative" parameters. This can (but does not always) include abusive behaviour such as sexual assaults

⁷ This is violence that is directed against one gender as a result of their gender

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APPENDIX F

Code of Ethical Practice & Policy Acknowledgement
Also found in Code of Conduct

All Staff (Academic, Peripatetic, Non-Academic) are important role models and figures within the School Community. All Staff are therefore expected to adhere to the highest of standards.

All school staff are required to:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each child as an individual and make adjustments to meet individual needs
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misuse
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- encourage all children to reach their full potential
- never condone inappropriate behaviour by children or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Name:

Post:

Date of Joining the School:

Date of Induction or last in-house training:

Name of Staff Member responsible for Induction:

Declaration


I confirm that I have received, read and will follow the school safeguarding & child protection policy as well as Keeping Children Safe in Education (Part One and Annex B 2024). I have been made aware of my duty to safeguard and promote children's welfare. The procedure for reporting concerns about a child has been explained to me, I understand and will follow it.

Signature:

Date:

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APPENDIX G

 Ruckleigh School		
WELFARE CONCERN FORM		
Childs Name	Date of Record	Nature of Concern
Why are you concerned about this child?		
What have you observed and when?		
What have you heard and when?		
What have you been told and when?		
Have you spoken to the child? <i>(circle as appropriate)</i>	Yes	No
What did the child say? <i>(use the child's words verbatim in quotation marks)</i>		
Have you spoken to anyone else about your concern? <i>(circle as appropriate)</i>	Yes	No
If 'Yes' who?		
Is this the first time you have been concerned about the child? <i>(circle as appropriate)</i>	Yes	No
If 'No', provide further details		
Date & Time Form was emailed/handed to Safeguarding Team		
Print Name:		
Signature:		

APPENDIX H: Injury on Arrival

Ruckleigh School

Injury on Arrival form

This is the record of the existing injuries that have not occurred at Ruckleigh School.

Child's Name	
Today's date	
Date Injury Occurred	
Adult informing Staff	
Staff reported to	
Circumstances of Accident or Incident	
Injuries / Visible Marks	
Treatment Given	
Doctor or Medical Advisor seen	
Additional Comments	
Parent/guardian signature	
Staff signature	

APPENDIX I: Visiting Speaker Form



Ruckleigh School

Visiting Speaker Form for Ruckleigh School

Please complete this form and hand to DSL **in advance** of the event. Visiting speakers will need to show their photo ID to reception upon arrival.

Name of Speaker:		
Date of Birth:		
Date of Proposed Visit:		
Name of Staff Contact:		
Reason for Visit and year group(s) involved:		
Please outline below the information to be communicated in the talk to Ruckleigh School pupils:		
<p>Please sign below to confirm:</p> <ul style="list-style-type: none"> ▪ That you have asked your visitor to bring valid photo ID (Driving Licence or Passport) with them on the day as proof of your ID. ▪ That you will supervise your visitor at all times 		
Office Staff to complete:	ID Seen: <input type="checkbox"/>	Signature:
Signature:	Date:	
DSL Signature:	Date:	
Headmaster Signature:	Date:	

Guidelines for Visiting Speakers at Ruckleigh School

The School values visits from speakers that enrich our pupils' experience of school, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience.

Our responsibility to our students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British Values.

The Prevent statutory guidance (The Prevent Duty: Departmental advice for schools and childcare providers, DfE, 2015) requires schools to have clear protocols for ensuring that any visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised.

As per the Prevent guidance, visiting speakers are required to agree to the following terms and conditions:

- The presentation must not incite hatred, violence, or call for the breaking of the law. ▪ The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism, including individuals, groups or organisations that support such acts.
- The visiting speaker must not spread hatred and intolerance of any minority group/s in the community.
- The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
- Visiting speakers are not permitted to raise or gather funds for any external organisation of cause without express permission from the Head.
- School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment. If you have any concerns about a staff member or pupil on your visit please contact one of the Designated Safeguarding Team as soon as possible:

Mrs Rachel Chandler (DSL), Mr Dominic Rhys Smith (Headmaster),

Mrs Jane Finch (Deputy Head), Miss Hayley Clarke (EYFS)

I have read, understood and will follow the above guidance.	
Signed:	Date:

APPENDIX J: DSL Job Description

Job description for the Designated Safeguarding Lead (DSL and DDSLs)	
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	
Summary of the role	<ul style="list-style-type: none"> ● To take lead responsibility for all child protection matters (including online safety and understanding the filtering and monitoring systems and processes in place) occurring at the school and to support all other staff in dealing with any child protection concerns that arise. ● To have the status and authority within the school to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of pupils. ● Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated. ● To promote and safeguard the welfare of pupils in the school.
Main duties and responsibilities	Further specifics:
Managing referrals	<p>You are expected to:</p> <ul style="list-style-type: none"> ● refer all cases of suspected abuse, neglect and exploitation of any pupil at the school to the local authority children's social care; ● support staff who make referrals to local authority children's care; ● refer cases to the Channel programme where there is a radicalisation concern; ● support staff who make referrals to the Channel programme; ● refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (DBS); and ● refer cases where a crime has been committed to the Police.
Work with others	<p>You are expected to:</p> <ul style="list-style-type: none"> ● to act as a source of support, advice and expertise for all staff. ● act as a point of contact with the Local Safeguarding Children Partnership/safeguarding partners; ● liaise with the Headmaster to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; ● as required, liaise with the "case manager" (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member;

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	<ul style="list-style-type: none"> ● liaise with staff (especially pastoral support staff, IT staff, First Aiders, Senior Mental Health Leads and the named persons with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies. ● liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health. ● promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances. ● work with the headmaster and relevant strategic leads, taking responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school. This includes: <ul style="list-style-type: none"> ● ensuring that school knows who its cohort of children who have or have had social workers are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort. ● supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker to reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
<p>Training</p>	<p>You are expected to ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training.</p> <p>In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at least on an annual basis to allow them to understand and keep up with any developments relevant to their role in order to:</p> <ul style="list-style-type: none"> ● understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements; have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; ● ensure each member of staff has access to, and understands, the school or school’s child protection policy and procedures, especially new and part-time staff;

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	<ul style="list-style-type: none"> ● understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes. ● be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers; ● understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; ● understand the importance of information sharing, both within the school, and with the LSCP, other agencies, organisations and practitioners; ● understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation; ● be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school; ● be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; ● obtain access to resources and attend any relevant or refresher training courses; and ● encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. <p>In addition to the formal training DSL/DDSL knowledge and skills should be refreshed at regular intervals, as required and at least annually, to allow understanding and to keep up with any developments relevant to the role.</p>
<p>Raising awareness</p>	<p>You are expected to:</p> <ul style="list-style-type: none"> ● ensure that the school's child protection policies and procedures, has access to and are known, understood and used appropriately; ● ensure the school’s safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the [Proprietor] regarding this, ● ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and ● link with the LSCP arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements ● help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have

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	or have had a social worker are experiencing with teachers and school leadership staff.
Child protection files	<p>You are expected to:</p> <ul style="list-style-type: none"> ● ensure that child protection files are kept up to date. ● keep information confidential and stored securely. Good practice being to keep concerns and referrals in a separate child protection file for each child. ● ensure that records include: <ul style="list-style-type: none"> ● a clear and comprehensive summary of concerns, discussions and decisions ● details of how the concern was followed up and resolved ● a note of any action taken, decisions reached, the outcome and the rationale for those decisions (this should include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program. ● ensure the children’s files are only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in part 1 and 2 of KCSIE. ● ensure that when a pupil leaves the school their child protection file is transferred to the new school or college within 5 days. ● ensure child protection files are transferred separately from the pupil’s main file in a secure manner and confirmation of receipt is received from the destination school or college; ● consider whether it is appropriate to share any information with the new school or college in advance of pupil leaving
Availability	<p>You are expected to:</p> <ul style="list-style-type: none"> ● ensure during term time either the Designated Safeguarding Lead (or a deputy) will always be available during school hours to discuss any safeguarding concerns; and ● Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
Providing support to staff	<p>Training should support the DSL/DDSL in developing expertise, so you can support and advise staff and help you feel confident on welfare, safeguarding and child protection matters. This includes specifically to:</p> <ul style="list-style-type: none"> ● Ensure that staff are supported during the referrals processes; and ● Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
Understanding the views of the children	<p>It is important that all children feel heard and understood. Therefore, DSL/DDSL should be supported in developing knowledge and skills to:</p> <ul style="list-style-type: none"> ● Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and

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	<ul style="list-style-type: none"> • Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
<p>Holding and Sharing information</p>	<p>The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE, and therefore the DSL/DDSL should be equipped to:</p> <ul style="list-style-type: none"> • Understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners; • Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and • Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.