



PRAESTAT OPES SAPIENTIA

HAMPTON SCHOOL

Safeguarding Policy and Procedures

This policy is published on the Hampton School website and is also available to parents from the School Office or the School Bursary upon request. This can be made available in large print or other accessible format as required.

1. Introduction

Hampton School fully recognises the contribution it makes to the safeguarding of children and the responsibility it has under Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014 (as amended) to have arrangements in place to safeguard and promote the welfare of children.

Policy Statement

The School's Child Protection and Safeguarding Policy and Procedures has regard to statutory guidance *Keeping children safe in education July 2015*, *Working Together to Safeguard Children 2015* and the *Prevent Duty Guidance March 2015*, and:

- i) has been authorised by the Governing Body of School;
- ii) its procedures apply wherever staff, Governors or volunteers are working with pupils even where this is away from the School, for example on an educational visit.

Every pupil should feel safe and protected from any form of abuse. This includes children who are in need (Section 17, Children Act 1989) and children who are at risk of harm (Section 47, Children Act 1989). The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to:

- iii) ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with: the guidance given in *Keeping children safe in education*; the Education (Independent School Standards) (England) Regulations 2014 (as amended). See also the School's separate **Recruitment, Selection and Disclosure Policy**;
- iv) ensure that where staff from another organisation are working on their own with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff;
- v) follow the local inter-agency procedures of the Richmond Safeguarding Children Board;
- vi) be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
- vii) deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his agreed child protection plan;
- viii) design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;

Date updated	December 2015	Date ratified by Governors	December 2015
Date for next review	December 2016	Reason for review	Annual Review

- ix) be alert to the medical needs of children with medical conditions;
- x) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- xi) teach pupils about safeguarding, for example through use of online resources, through the curriculum and Personal, Health and Social Education (PHSE);
- xii) take all practicable steps to ensure that School premises are as secure as circumstances permit;
- xiii) operate procedures to promote the educational achievement of children who are looked after (See **Looked After Children Policy**);
- xiv) have procedures in place for dealing with children that go missing from education (See **Missing Pupils Policy**);
- xv) be alert to the threats of specific safeguarding issues as outlined by Keeping children safe in education 2015, such as Child Sexual Exploitation and Female Genital Mutilation (from October 2015 it is mandatory to report cases of FGM);
- xvi) have procedures in place to fulfil the School's Prevent duty, to identify children at risk of radicalisation and extremism, protect them and making referrals as appropriate;
- xvii) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area; and
- xviii) have regard to guidance issued by the Secretary of State for Education in accordance with section 157 of the Education Act 2002 and associated regulations.

Keeping children safe in education defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Keeping children safe in education provides that the inspection of independent schools will ensure that the Independent School Standard which concerns the welfare, health and safety of children is met.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. There are two main elements to Hampton School's Safeguarding Policy:

1. Procedures to ensure we are alert to the signs of abuse and neglect and that we deal with cases of abuse appropriately.
2. Guidance for staff in recognising abuse.

In addition, there are the following appendices:

- Appendix 1: The Designated Safeguarding Lead and Designated Safeguarding Officers
- Appendix 2: Types and signs of abuse
- Appendix 3: The Prevent Duty: preventing radicalisation and extremism
- Appendix 4: Guidance for staff and volunteers
- Appendix 5: Dealing with allegations against members of staff, the Headmaster, Governors or volunteers
- Appendix 6: List of Related School Policies
- Appendix 7: Log of concern about a child's safety and welfare

Our policy applies to **all** full and part-time teaching and non-teaching staff, to volunteers working in the School, and to governors.

1.1 Policy Principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

1.2 Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the School's commitment with regard to child protection to pupils, parents and other partners.

1.3 Policy Monitoring and Review

1.3.1 The Designated Safeguarding Lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary. Any child protection incidents at the School will be followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the Governing Body. Where an incident involves a member of staff, the Local Authority Designated Officer (LADO) will assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

1.3.2 In addition, the full Governing Body will ensure that the Designated Safeguarding Lead will undertake a review of this Policy annually. The outcome of the annual review by the Designated Safeguarding Lead will be reported to the full Governing Body who will review this Policy and the implementation of its procedures, including good cooperation with local agencies, and consider the proposed amendments to the Policy, from both the Designated Safeguarding Lead and its own members, before giving the revised Policy its final approval. Minutes recording the review by the Governing Body (Chairman, Mr N. Spooner) will be made.

2. Procedures

2.1 Roles and Responsibilities

2.1.1 Role of the Designated Safeguarding Lead

- The School's Governing Body has appointed senior member of staff with the necessary status and authority to be Designated Safeguarding Lead (DSL) and Designated Safeguarding Officers. The Designated Safeguarding Lead and the two Designated Safeguarding Officers are responsible for matters relating to child protection and welfare.
- The Designated Safeguarding Lead and Officers shall be given the time, funding, training, resources and support to enable them to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

- Parents are welcome to approach the Designated Safeguarding Lead and Officers if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the child's form teacher or the Headmaster who will notify the Designated Safeguarding Lead in accordance with these procedures.
- The names and contact details together with the main responsibilities of the Designated Safeguarding Leads and Officers are set out in Appendix 1.

2.1.2 Role of the Governing Body

- The School's Governing Body nominates two governors to liaise with the School and oversee safeguarding matters, reporting directly to the governing body: they are **Mrs M Ellis and Mr A Munday**. It is the responsibility of the full governing body to review annually the Safeguarding Policy.
- Ensure a Designated Safeguarding Lead is in place; they recognise the importance of the role of the Designated Safeguarding Lead and Officers and support them, ensure the training necessary to be effective is undertaken.
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place. **(See Recruitment, Selection and Disclosure Policy.)**
- Recognise the contribution the School can make to helping children keep safe through the teaching and encouragement of responsible attitudes to adult life through PHSE and other curriculum and co-curricular areas.
- Ensure that the School's safeguarding arrangements take into account the procedures and practice of the Richmond Safeguarding Children Board.
- A designated teacher will be appointed by the Governors to promote the educational achievement of children who are looked after (See **Looked After Children Policy**): this is the Designated Safeguarding Lead.

2.1.3 Duty of staff, Governors and volunteers

All staff, Governors and volunteers of the School are under a general legal duty:

- To protect children from abuse;
- To be aware of the terms and procedures in this Policy and to follow them;
- To have read part 1 of Keeping Children Safe in Education 2015;
- To abide by the guidance outlined in the **Staff Behaviour Policy**. This document gives clear guidance about behaviour so as to avoid placing pupils or staff at risk of harm, or at risk of allegations of harm. Particular attention should be given to those engaged in close one-to-one teaching of pupils (for instance in music or sports coaching);
- To be aware of the signs of abuse and neglect so that they are able to identify potential issues;
- To report any matters of concern to the Designated Safeguarding Lead or to the Designated Safeguarding Officers.

The School's child protection procedures are not intended to prevent any person from making an immediate referral to children's social care, especially were they are concerned that a child is suffering or is likely to suffer significant harm. (see 2.11 Key Contacts).

2.2 Safeguarding Training

2.2.1 Induction

- (a) All staff, including temporary staff and volunteers, will be provided with induction training that includes:
- (i) this Policy;
 - (ii) the Staff Behaviour Policy (including information about whistleblowing);
 - (iii) the identity and contact details of the Designated Safeguarding Lead and the Designated Safeguarding Officers;
 - (iv) child protection training in accordance with Richmond Safeguarding Children Board procedures; and
 - (v) a copy of Part 1 of Keeping children safe in education.

2.2.2 Child protection training

- (a) All staff including the Headmaster will receive a copy of this policy and Part 1 of *Keeping children safe in education*, and will be required to confirm that they have read these.
- (b) All staff members will undertake appropriate child protection training in accordance with the Richmond Safeguarding Children Board's guidance. They are trained when they take up their posts at the School, there are annual updates and refresher training will occur at least every three years.

2.2.3 Designated Safeguarding Lead

- (a) The Designated Safeguarding Lead and the Designated Safeguarding Officers have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals. For further details about the training of the Designated Safeguarding Lead and the Designated Safeguarding Officers see Appendix 1.

All training will be carried out in accordance with Richmond Safeguarding Children Board procedures.

2.3 Procedures

Guidelines for Staff Dealing with Concerns and Disclosure

- 2.3.1 Teachers and non-teaching staff working at Hampton School have a vital role to play in both the prevention and detection of abuse. Detection of abuse often depends in the first instance, on suspicion. Staff are in a unique position to observe children's behaviour over time, and often develop close and trusting relationships with pupils. Staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in School, appears unusually distressed, confused or disturbed.
- 2.3.2 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

Complaints of abuse

1. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.
2. The child protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in Appendix 2.

3. If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the Designated Safeguarding Lead, or the Designated Safeguarding Officers, as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out in Appendix 4 (Guidance for Staff on suspecting or hearing a complaint of abuse) must be followed.
4. Any member of staff may refer a child to children's social care: they are not required to report via the Designated Safeguarding Lead or Officers. If at any point there is a risk of immediate serious harm a referral should be made to children's social care immediately.
5. Key points to remember when dealing with disclosure are to avoid asking leading questions and to explain that confidentiality cannot be promised.

2.4 Action by the Designated Safeguarding Lead once a concern has been raised

- Referrals will be carried out by the Designated Safeguarding Lead or in his absence by the Designated Safeguarding Officers. The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will cooperate with the police and social services to ensure all relevant information is shared for the purposes of child protection investigations under section 47 of the *Children Act (1989)* in accordance with the requirements of *Working Together to Safeguard Children (2015)*.
- On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:
 - the local inter-agency procedures of the Richmond Safeguarding Children Board;
 - the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to children's social care and the police;
 - the child's wishes or feelings; and
 - duties of confidentiality, so far as applicable.
- If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to children's social care will be made without delay (and in any event within 24 hours).
- If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to the children's social care within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact the children's social care again.
- The Designated Safeguarding Lead will ensure a Safeguarding File is opened and kept up-to-date.
- In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with children's social care and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary.

- Conversations between safeguarding designated persons at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Any relevant safeguarding information coming to light should be carefully logged.

2.5 Dealing with allegations against staff, Governors and volunteers

- The School has procedures for dealing with allegations against staff, Governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. **These procedures are set out in Appendix 5** and follow Part 4 of Keeping children safe in education.
- The LADO will be informed immediately and in any event within one working day of all allegations against staff, Governors and volunteers that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 5.
- Detailed guidance is given to staff and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in Staff Behaviour Policy and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

2.6 Whistleblowing

- The School's separate **Whistleblowing Policy** sets out the procedures for reporting wrongdoing by staff in the workplace or failures to properly safeguard the welfare of pupils. It is important that all staff are aware of the procedures and that there is a culture in the School that enables safeguarding concerns to be raised.

2.7 Allegations Against Pupils

- A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.
- The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.
- If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him if it is necessary to suspend him during the investigation.
- Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed.

2.8 Bullying

- Whilst bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable distress and/or anxiety. Please refer to the Hampton School Anti-Bullying Policy for further information. Bullying behaviour can raise safeguarding concerns, and when it does so procedures in this policy will be followed.

2.9 Teaching pupils about Safeguarding

- The School promotes the welfare of children through the assemblies programme; through year group assemblies; through pastoral and parents' forums; through the counselling service; and through the PHSE lessons. Safeguarding is covered as a topic in PHSE lessons:

pupils are given information about how to avoid situations and who to report their concerns to.

- The PHSE programme covers other issues that play a part in safeguarding children. As well as covering anti-bullying (2.8), cyber safety (2.14) and the issue of radicalism and extremism (2.18), other issues such as mental health and body image are also covered in a structured programme.

2.10 Notifying Parents

- Where appropriate, parents will be kept informed, of any action to be taken under these procedures. However, there may be circumstances when, in support of a child about whom there are concerns (including relating to terrorism), the Designated Safeguarding Lead will need to consult the Headmaster, the LADO, children's social care and / or the police before discussing details with parents.
- See also section 2 of Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Headmaster of the School.

2.11 Key Contact Details

Full local procedures may be found on the following website:

www.richmond.gov.uk/local_safeguarding_children_board

Local Safeguarding Children Board

Richmond upon Thames LSCB
Civic Centre
42 York Street
Twickenham TW1 3BW
Tel: 020 8831 6323
Email: maha.gadher@achievingforchildren.org.uk

Richmond Single Point of Access (SPA)

020 8891 7969

020 8744 2442 out of hours/weekends

spa@richmond.gov.uk

LSCB Independent Chair

Deborah Lightfoot

deborah.lightfoot@richmond.gov.uk

LSCB Business Manager

Natalie Allen

natalie.allen@richmond.gov.uk

020 8891 7849

Principal Manager, Safeguarding Children and Family Support

Kieran Travers

k.travers@richmond.gov.uk

020 8891 7961

Local Authority Designated Officer (LADO): Vivien Rimmer

020 8831 6008

lado@richmond.gov.uk.cjism.net

List of Initial Response Teams' Contact Details of Children's Services (Social Care) covering the catchment of our pupils:

Ashford

01932 794479

Chiswick/Hounslow	020 8583 3400
Ealing	020 8825 8000
Elmbridge/Weybridge	0300 200 1006
Hammersmith	020 8748 3020
Kingston	020 8547 5888
Merton	020 8545 4226
Wandsworth	020 8871 6622

The Disclosure and Barring Service (DBS)

PO Box 181
Darlington DL1 9FA
Tel: 01325 953 795

The following telephone numbers/contact details may be useful for pupils:

Safeguarding concerns can be emailed to the School Safeguarding staff at safeguarding@hamptonschool.org.uk

Childline 0800 1111

School Counsellors: The School counsellors are best contacted by email: Katherine Cox (k.cox@hamptonschool.org.uk); Michael Uccelli (m.uccelli@hamptonschool.org.uk); Mark Samways (m.samways@hamptonschool.org.uk).

Reporting concerns relating to terrorism and extremism:

Relevant police force: 101

Department for Education due diligence and counter extremism group: 020 7340 7264; email: counter-extremism@education.gsi.gov.uk

Anti-terrorist hotline: 0800 789 321

2.12 Safeguarding Record Keeping at Hampton School

- Safeguarding records are kept securely locked. Safeguarding files contain all reports, notes and correspondence referring to a child.
- Pupils who have a safeguarding file in addition to their normal School file have a sticker placed on the front of their normal School file with this information. Safeguarding information is confidential and should not be kept on the child's school file. Parents do not have automatic access to the safeguarding file.
- Schools should be notified by children's social care when a child on the safeguarding register starts the school, or if a pupil's name has been placed on the register, or if removed from the register. If a safeguarding file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college. The information should be sent under separate cover to the School file, in a sealed envelope to the Headmaster, marked 'Strictly Confidential'.
- Not all safeguarding information results in a referral. A record is made of any information, including hearsay and 'nagging doubts'. This information should be passed to the designated person so that it can all be kept together.

- Access to safeguarding files: access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount.
- All information must be shared with children's social care and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm. Safeguarding information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc.

2.13 Photography and Images

- As set out in the Hampton School Terms and Conditions, the School will include some photographs or images of pupils in the School's promotional material. We shall not disclose details such as the home address of the child without parents' consent. Parents who do not want their child's name or photograph or image to appear in any of the School's promotional material must make sure that their child knows this and must write immediately to the Headmaster stating this and request an acknowledgement of their letter.

2.14 Cyber Safety

- Mobile devices and computers are a source of education, communication and entertainment. However, we know that some adults and young people may use these technologies to harm children. The harm might range from sending hurtful or abusive texts, messages and emails, to enticing children to engage in sexually harmful conversations online, webcam filming, photography or face-to-face meetings.
- Pupils receive guidance on cyber safety through our PHSE programme. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Please refer to the Hampton School Cyber Issues Policy and Anti-Bullying Policy for further information.

2.15 Missing Child Procedures

- A child who goes missing from an education setting is a potential indicator of abuse or neglect. All staff should be aware of the school's procedures which are used for searching for and reporting any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing; and to help prevent the risks of their going missing in future.
- Please see the School's separate Missing Pupil Policy, and the information in Appendix 2, for further details.

2.16 School trips and off-site arrangements

- During School trips and off-site activities, the School's normal Safeguarding Policy and Procedures apply. The School's Health and Safety and Educational visits procedures are set out in a separate policy: Health and Safety of Pupils on Educational Visit.

2.17 Secure School Premises

- The School will take all practicable steps to ensure that the School premises are as secure as circumstances permit.

2.18 Preventing Radicalism

- The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including schools, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").
- Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm

and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

- The Designated Safeguarding Lead is the School's point of contact to oversee and coordinate the implementation of the School's Prevent duty. The Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff. The School will take work with Richmond LSCB and make referrals, where appropriate, through the **Channel programme (see 2.11 Contact Details)**.
- The School helps to protect children from extremist views in many of the same ways that they help to safeguard children from other dangers. This will be through staff training to make them aware of the risks, through PHSE lessons, through procedures for ensuring visiting speakers are suitable and through ICT policies. The DSL has completed a Prevent Risk Assessment for Hampton School.
- Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Further information on preventing radicalisation and extremism, including examples of indicators of pupils who can be vulnerable to radicalisation, can be found in Appendix 3.

Appendix 1 The Designated Safeguarding Lead and the Designated Safeguarding Officers

- 1 The Designated Safeguarding Lead is Owen Morris (JOM, Deputy Head).
- 2 The Designated Safeguarding Officers are Pippa Message (PZM, Deputy Head), and Dan Fendley (DJF, Induction Tutor)
- 3 Contact details:
 - 3.1 Owen Morris may be contacted on 020 8783 4400 or on o.morris@hamptonschool.org.uk,
 - 3.2 Pippa Message may be contacted on 020 8783 4005 or on p.message@hamptonschool.org.uk
 - 3.3 Dan Fendley may be contacted on 020 8783 4017 or on d.fendley@hamptonschool.org.uk.
- 4 In accordance with Annex B of *Keeping children safe in education*, the main responsibilities of the Designated Safeguarding Lead are:
 - 4.1 **Managing referrals**
 - (a) To take lead responsibility for referring all cases of suspected abuse of any pupil at the School to children's social care.
 - (b) To take lead responsibility for referring to the LADO all child protection concerns which involve a member of staff.
 - (c) To take lead responsibility for making referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.
 - (d) To take lead responsibility for making referrals to the police where a crime may have been committed which involves a child.
 - (e) Liaising with the Headmaster in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School.
 - (f) To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
 - 4.2 **Raising awareness**
 - (a) Ensure this Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
 - (b) Ensure this Policy is available publicly.
 - (c) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.
 - (d) Maintain links with the Richmond Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding.

- (e) Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.
- 5 The Designated Safeguarding Lead and Designated Safeguarding Officers have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals in order to:
 - 5.1 Understand that the School has the duty to safeguard all children, whether they are children in need or children at risk
 - 5.2 understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
 - 5.3 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;
 - 5.4 ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
 - 5.5 be alert to the specific needs of children in need, those with special educational needs and young carers;
 - 5.6 be able to keep detailed, accurate, secure written records of concerns and referrals;
 - 5.7 obtain access to resources and attend any relevant or refresher training courses;
 - 5.8 encourage among staff a culture of listening to children in any measures the School may put in place to protect them and to meet the requirements and procedures of the Richmond Safeguarding Children Board.
- 6 The Designated Safeguarding Lead is responsible for ensuring that the School's "Prevent" Duty is met. The Designated Safeguarding Lead will complete appropriate "Prevent" awareness training.

Appendix 2 Types and Signs of Abuse

1 Types of Abuse

- 1.1 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Part one of *Keeping children safe in education* defines the following types of abuse.
- 1.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 1.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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.
- 1.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- 1.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 1.6 *Keeping children safe in education* also acknowledges the following as specific safeguarding issues:
- 1.6.1 **Child sexual exploitation:** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out

exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- 1.6.2 **Female genital mutilation:** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. **Mandatory reporting commenced in October 2015:** where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

- 1.6.3 **Children Missing From Education:** Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The School has an admission register and an attendance register. All pupils must be placed on both registers. All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education; have ceased to attend school and no longer live within reasonable distance of the school at which they are registered; have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age; are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded.
- The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

2 Recognising Abuse

2.1 Physical Abuse

Physical signs to look out for:

- Injuries which the child cannot explain, or explains unconvincingly.
- Injuries which have not been treated or treated inadequately.
- Injuries on parts of the body where accidental injury is unlikely, such as the cheeks, chest or thighs.
- Bruising which reflects hand or finger marks.
- Cigarette burns, human bite marks.
- Broken bones (particularly in children under the age of two).
- Scalds, especially those with upward splash marks where hot water has been deliberately thrown over the child, or 'tide marks' – rings on the child's arms, legs or body where the child has been made to sit or stand in very hot water.

Behavioural signs to look out for:

- A child who is reluctant to have his parents contacted.
- Aggressive behaviour or severe temper outbursts.
- A child who runs away or shows fear of going home.
- A child who flinches when approached or touched.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.
- Covering arms and legs even when hot.
- Depression or moods which are out of character with the child's general behaviour.
- Unnaturally compliant behaviour towards parents or carers.

2.2 Emotional Abuse

Physical signs to look out for:

- A failure to grow or to thrive (particularly if the child thrives when away from home).
- Sudden speech disorders.
- Delayed development, either physical or emotional.

Behavioural signs to look out for:

- Compulsive nervous behaviour such as hair twisting or rocking.
- An unwillingness or inability to play.
- An excessive fear of making mistakes.
- Self-harm or mutilation.
- Reluctance to have parents contacted.
- An excessive deference towards others, especially adults.
- An excessive lack of confidence.
- An excessive need for approval, attention and affection.
- An inability to cope with praise.

2.3 Sexual Abuse

Physical signs to look out for:

- Pain, itching, bruising or bleeding in the genital or anal areas.
- Any sexually transmitted disease.
- Recurrent genital discharge or urinary tract infections without apparent cause.
- Stomach pains or discomfort when the child is walking or sitting down.

Behavioural signs to look out for:

- Sudden or unexplained changes in behaviour.
- An apparent fear of someone.
- Running away from home.
- Nightmares or bed-wetting.
- Self-harm, self-mutilation or attempts at suicide.
- Abuse of drugs or other substances.
- Eating problems such as anorexia or bulimia.
- Sexualised behaviour or knowledge in young children.
- Sexual drawings or language.
- Possession of unexplained amounts of money.
- The child taking a parental role at home and functioning beyond their age level.
- The child not being allowed to have friends (particularly in adolescence).
- Alluding to secrets which they cannot reveal.
- Telling other children or adults about the abuse.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.

2.4 Neglect

Physical signs to look out for:

- Being constantly hungry and sometimes stealing food from others.
- Being in an unkempt state; frequently dirty or smelly.
- Loss of weight or being constantly underweight.
- Being dressed inappropriately for the weather conditions.
- Untreated medical conditions – not being taken for medical treatment for illnesses or injuries.

Behavioural signs to look out for:

- Being tired all the time.
- Frequently missing school or being late.
- Failing to keep hospital or medical appointments.
- Having few friends.
- Being left alone or unsupervised on a regular basis.
- Compulsive stealing or scavenging, especially of food.

Appendix 3 The Prevent Duty: preventing radicalisation and extremism

The Prevent Duty

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Schools must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Channel Programme

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Indicators: (this is not an exhaustive list and vulnerability may manifest itself in other ways)

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends;
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate?
- Is there evidence to suggest that they are accessing the internet for the purpose of extremist activity?
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Does the young person sympathise with, or support illegal/illicit groups e.g. in propaganda distribution, fundraising or attendance at meetings?
- Does the young person support groups with links to extremist activity but not illegal/illicit e.g. in propaganda distribution, fundraising or attendance at meetings?

Experiences, Behaviours and Influences

- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict.
- Has there been a significant shift in the young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the young person vocally support terrorist attacks; either verbally or in their written work?
- Has the young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK or abroad, with other evidence to suggest this is for purposes of extremist training or activity or to locations known to be associated with extremism?

Social Factors

- Does the young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the young person have any learning difficulties/ mental health support needs?
- Is the young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the young person have insecure, conflicted or absent family relationships?
- Has the young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the young person's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Appendix 4 Guidance for Staff And Volunteers on Suspecting or Hearing a Complaint of Abuse

1 Action staff must take

- 1.1 A member of staff or volunteer suspecting or hearing a complaint of abuse:
 - 1.1.1 must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
 - 1.1.2 must not ask leading questions, i.e. a question which suggests its own answer;
 - 1.1.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken; and
 - 1.1.4 must keep a sufficient written record of the conversation using a Log of Concern About a Child's Safety and Welfare (Appendix 7). The record should include:
 - (a) the date and time;
 - (b) the place of the conversation; and
 - (c) the essence of what was said and done by whom and in whose presence.
- 1.2 The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to a Designated Safeguarding Lead as soon as possible.
- 1.3 All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to a Designated Safeguarding Lead.
- 1.4 All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 5 should be followed. Any member of staff is able to make a referral directly to children's social care: they are not required to report via the Designated Safeguarding Lead or Officers. If there is a risk of immediate serious harm to a child and it is not possible to report to Designated Safeguarding Lead a referral should be made to children's social care immediately.

Appendix 5 Dealing with allegations against members of staff, the Headmaster, Governors or volunteers

The School's actions will be informed by reference to the Statutory Guidance from the Department for Education contained in Part 4 of *Keeping Children Safe in Education* (2015).

All School staff should take care not to place themselves in a vulnerable position with a child. Guidance is given in the Staff Behaviour Policy.

The School's procedures for dealing with allegations are enacted where the behaviour of a member of staff, the Headmaster, a Governor or volunteer meets any of the following criteria:

- **Behaved in a way that has harmed a child, or may have harmed a child.**
- **Possibly committed a criminal offence against or related to a child.**
- **Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she worked regularly or closely with children.**

All allegations will be taken seriously and a full procedure for dealing with such allegations can be found below.

PROCEDURES FOLLOWING AN ALLEGATION OF ABUSE AGAINST A MEMBER OF STAFF, THE HEADMASTER, A GOVERNOR OR A VOLUNTEER

1. Reporting an allegation against a member of staff, the Headmaster, a Governor or a volunteer:

- Allegations against any member of staff (including the Designated Safeguarding Lead or Officers), or volunteer should be immediately reported to the Headmaster or in his absence to the Chairman of Governors. Where appropriate, the Headmaster will consult with the Designated Safeguarding Lead. The allegation will be discussed immediately with the LADO before further action is taken.
- If the allegation concerns the Headmaster or a Governor, the Chairman of Governors should be informed without notifying the Headmaster; in his absence, the Vice-Chairman of Governors should be informed without notifying the Headmaster. Again, the allegation will be discussed immediately with the LADO before further action is taken.
- If it is not possible to report to the Headmaster or Chairman of Governors in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Headmaster or, where appropriate, the Chairman of Governors.
- The person taking action in accordance with the procedures in this Appendix is known as the "case manager".

In all cases, if the behaviour meets the established criteria (see above), the case manager will contact the LADO without delay (within one working day). Advice from the LADO will be sought in borderline cases. In cases of serious harm, the police will be involved from the outset. The School will not undertake its own investigation until after advice is sought from the LADO. Parental consent is not required before reporting allegations to the LADO.

Discussions with the LADO will consider the nature of the allegation and decide a course of action. Discussions should be recorded in writing.

Any allegations not meeting this criteria will be dealt with in accordance with the Richmond Safeguarding Children Board procedures.

Local Authority Designated Officer (LADO): **Vivien Rimmer**

Telephone: 020 8831 6008

Email: [lodo@richmond.gov.uk.cjsm.net](mailto:lado@richmond.gov.uk.cjsm.net)

2. Disclosure of information

- The School will observe the reporting restrictions that prevent the identification of a teacher who is subject to an allegation. The School has a duty of care towards its employees and unless advised otherwise by outside agencies, the School will inform the person against whom the allegation has been made as soon as possible after the LADO has been consulted and they will be kept informed of developments.
- Parents or guardians of a child concerned will be told about the allegation as soon as possible if they do not already know, and will be kept informed of the progress of the case, including the outcome, but not the details of any disciplinary process.
- Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

3. Further action to be taken by the School

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

4. Ceasing to use staff

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

5. Unsubstantiated, false or malicious allegations

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

6. **Record keeping**

- Details of allegations found to be malicious will be removed from personnel records.
- For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer.
- An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.

Appendix 6 Related School Policies

- Recruitment, Selection and Disclosure Policy
- Staff Behaviour Policy
- Cyber Issues Policy
- Anti-Bullying Policy
- Whistleblowing Policy
- Dealing with Allegations of Against Staff or Volunteers Policy (Appendix 5)
- Health and Safety of Pupils on Educational Visits Policy
- Missing Pupil Policy
- Looked After Children Policy

Appendix 7 Log of a Concern About a Child's Safety and Welfare



PRAESTAT OPES SAPIENTIA

HAMPTON SCHOOL

LOG OF A CONCERN ABOUT A CHILD'S SAFETY AND WELFARE

Pupil's Name:		D.O.B.	
Date:		Time:	
Name: 		
Print	Signature		
Position in School:			
Note the reason(s) for recording the incident:			
Record the following factually:	Who?		
	What?		
	Where?		
	When?		
Offer an opinion where relevant (how and why might this have happened?)			
Substantiate the opinion. Note any action taken, including names of anyone to whom your information was passed.			