



Safeguarding and Child Protection Policy

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Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the Education provision, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18, and aged up to 19 if the person has a disability.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Safeguarding Policy Statement

This Policy sets out how the governing body of Richard Challoner School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002, and the Education, Independent school standards for academies and post 16 providers under the Regulations 2014 and non-maintained special schools (England) regulations 2015.

The safeguarding Policy applies to ALL staff (Teaching and non-teaching), governors, volunteers, temporary and supply staff working in Richard Challoner School.

This Policy will be reviewed annually by the governing body and is in line with the requirements of Working Together (DFE 2018), Keeping Children Safe in Education 2021 inspecting safeguarding in early years, education and skills setting. (Ofsted 2021)

This Policy is made available to parents via the school website

Richard Challoner School fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. This Safeguarding and Child Protection Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We are aware that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Wherever the word “staff” is used, it covers all staff on site, including ancillary, supply and self-employed staff, contractors, volunteers and Governors. It seeks to set out the principles and procedures we operate to protect children from harm. This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out.

Safeguarding Policy

At Richard Challoner School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. This policy relates to all children between the ages of 0-18, whose care and education comes within the remit of education provision. (For some special education provisions this age range goes beyond 18). All children regardless of age, gender, race, ability, sexuality, religion, beliefs, or language have a right to be protected from harm.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is of paramount concern. Our school is a community and we all (staff, governors, parents, families and pupils) have an essential role in making it safe and secure. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness and mutual respect that encourages children to talk to us, and feel confident that they will be listened to. We recognise that the culture we create has an important impact on children both during the day at school and afterwards, into adult life.

We are vigilant and alert to signs of abuse and potential harm and follow our procedures to ensure that all children in our school receive effective support and protection. This includes an attitude of 'it could happen here' where safeguarding is concerned.

We ensure that parents understand the responsibility placed on staff for child protection. This policy is made available to parents on request and published on our website.

Key contact details

1. Key personnel

Safeguarding team

Email contact: safeguarding@challoner.kingston.sch.uk

Designated Safeguarding Lead(DSL)	Mrs A Southall Senior Teacher i/c safeguarding and wellbeing
Deputy Designated Safeguarding Leads	Mr N Henderson: Deputy Head i/c of KS3 and E-safety Mr I O'Brien: Deputy Head i/c of inclusion and KS4 Mr M Cox: Ass. Head i/c Behaviour KS3/4
Safeguarding Leads	Mr M Webber: Deputy Head i/c of Learning and teaching Mrs C Verdin: Ass. Head i/c of KS5 Mrs K McAleenan: Sixth Form Office Manager Miss A Drinkwater: Pastoral Support Officer
Designated Governor for Safeguarding/child protection	Mr F Corrigan: Safeguarding Governor safeguarding.governor@challoner.kingston.sch.uk Mrs N Mason: Deputy Safeguarding Governor
Chair of Governors	Mr M Draper: Chair of Governors chair.governor@challoner.kingston.sch.uk
Headteacher	Mr S Maher:

Significant Information

Kingston SPA: 020 8547 5008 LADO: 020 8891 7370 07774332675 lado@achievingforchildren.org.uk	Merton MASH: 020 8545 4226 Sutton MASH: 020 8770 6001 mash@sutton.gov.uk
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This is a core policy that forms part of the induction for all new and existing staff. It is a requirement that all members of staff sign to say they have read and understood its contents. Copies are available through the school's policy folder on the policy page of the school website.

Aims

To identify key roles and responsibilities for all staff in relation to safeguarding, and emphasise the need for good levels of communication between all members of staff.

To provide staff with the framework to promote and safeguard the wellbeing of children, and in doing so ensure they meet their statutory responsibilities. With clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the school that links with other relevant policies to safeguard the welfare of children; (including managing allegations and safer recruitment). This includes appropriate work around safeguarding in the curriculum.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To actively promote effective relationships with partnership agencies, particularly Achieving for Children and the Kingston and Richmond Safeguarding Partnership.

To ensure that **ALL** staff are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

To ensure that parents understand the responsibilities placed on staff for child protection by setting out the duties in the school website. This policy is made available upon request and is published on the [school website](#).

Statutory framework, key statutory and non-statutory guidance

In order to safeguard and promote the welfare of children, Richard Challoner School will act in accordance with the following legislation and guidance:

- [Children Act 1989 Care Planning, Placement and Case Review](#)
- [Children Act 2004](#)
- [Education Act 2002](#)
- [London Child Protection Procedures and Practice Guidance 2021](#)
- [Keeping Children Safe in Education 2021](#)
- [Working Together to Safeguard Children 2018](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Information Sharing](#)
- [Teachers Standards DfE 2013](#)
- [Inspecting safeguarding in early years education and skills standards 2021](#)
- [Equality Act 2010 and Public Sector Equality Duty](#)

Leadership and Management

The Governing Body

The Governing Body of Richard Challoner School is collectively responsible and **must** ensure that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice, using a whole school approach to safeguarding and Child Protection. They **must** comply with the Law.

Namely to ensure that:

- They liaise with the Headteacher and or designated teachers over safeguarding matters, this is a strategic role rather than operational. Governors will not be involved in concerns regarding individual children.
- Supporting the Headteacher and staff e.g. DSL in their role by ensuring the allocation of funding and resources is sufficient to meet current safeguarding activity.
- There is an Effective Safeguarding and Child Protection policy which reflects the whole school approach, with a policy and procedure for peer on peer abuse.
- A Behaviour Policy which includes measures to prevent bullying that includes prevention of cyberbullying, prejudice based and discriminatory bullying.
- A Staff Behaviour and Code of Conduct Policy and an ICT Staff Use Policy that includes the process for responding to low level concerns and acceptable use of technology.
- Appropriate safeguarding arrangements for children that go missing from education particularly on repeat occasions.
- The Governing Body has a nominated governor responsible for safeguarding who has undertaken appropriate training for the role.
- To ensure the school is in accordance with the relevant legislation and local guidance agreed through the local safeguarding partnership arrangements put in place by the respective local authorities (Kingston and Richmond).
- To ensure children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE).
- School leaders report to the governing body at least annually. This should include feedback on self-evaluation activity and the local authority section 11 annual review of safeguarding.
- To ensure the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The Chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- To ensure that the governing body receive safeguarding training and the safeguarding governor attends appropriate training that guides governors in their strategic responsibilities in order to provide appropriate challenge and support for any action and to progress areas of weakness or development in the schools safeguarding arrangements.

- The roles of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads will be explicit in their job descriptions and we will ensure that they have the time and resources to fulfil their duties.
- To ensure there are clear lines of accountability within the schools leadership for safeguarding
- To ensure the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children (and disqualification by association regulations where applicable). We will do this by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- There is a nominated governor or the Chair that will act as case manager for dealing with allegations of abuse against the Headteacher. Allegations should be reported to the Local Authority Designated officer.
- To ensure that all staff sign to say they have read, understood and agree to work within Richard Challoner School's safeguarding and child protection policy, Staff Behaviour and Code of Conduct Policy and Keeping Children Safe in Education 2021 Part 1 and Annex A and ensure that the policies are used appropriately.
- The establishment's governors should not be involved in details of individual cases; however, they should be provided with an anonymised report at the end of the academic year outlining the number of cases managed and other statistics relevant in the school e.g. exclusion data and children taken off roll.

The Headteacher will ensure that:

- The safeguarding and child protection policy and related policies and procedures are implemented and followed by **ALL** staff.
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- Safeguarding is included in the curriculum and delivered across the key stages through the Relationships and Sex Education and Personal, Social, Health and economic education (PSHE).
- The Headteacher will liaise with the local authority designated officer (LADO) within 24 hours, before taking any action and then on an ongoing basis, where an allegation is made against a member of staff or volunteer.

The Designated Safeguarding Lead (DSL)

- The DSL takes lead responsibility for safeguarding and child protection in Richard Challoner School. This responsibility will not be delegated.
- Undertakes multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually.
- Will liaise with Achieving for Children's Single Point of Access (SPA) and/or the Local Authority and refer where the threshold for harm has been met or discuss concerns arising.

- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral.
- Will ensure that all such records are kept confidential, stored securely.
- Will ensure that a copy of the safeguarding and child protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy will then be shredded.
- Work within the local safeguarding partnership (KRSCP) and Achieving for Children procedures. Will ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required, which has been shared with the parents.
- Notifies Child' Social worker if a child subject to a child protection plan is absent from school without explanation.
- Will complete the internal school audit with the Headteacher, safeguarding governor and submit to the AfC education service / KRSCP.
- In the event of long-term absence of the DSL a deputy will assume all of the functions above. All deputy designated safeguarding lead(s) are trained to the same standard as the DSL.

Staff Induction

All staff including new members of staff and volunteers are given training on child protection and appropriate health and safety training. They are familiar with the safeguarding policies including the child protection policy and staff code of conduct, their training is proportionate to their role. They know how to respond to a pupil who discloses abuse and concerns will be recorded and referred to the DSL. Where the child is at immediate risk, to the police or Single Point of Access (SPA), or the relevant local authority where the child resides.

Equality, Diversity and Inclusion

At Richard Challoner school we are committed to promoting equality of opportunity for every pupil and equality of access to learning through a curriculum that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation of, or any other form of discrimination. Our commitment is in accordance with the Equality Act 2010 which offers protection based on a number of characteristics. KRSCP provides information and services for parents where English is an additional language.

This is reflected in:

- The organisation of learning
- Our Curriculum
- Our approach to Teaching and Learning
- How we treat each other
- Age

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Sexual orientation
- Religion and/or belief

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantages because of other factors (e.g. political beliefs, employment status, language etc.)¹. We will work to minimise discrimination in our school and this is reflected in our 'peer on peer' policy guidance.

The following policies all link in to our approach to equality and inclusivity.

[Accessibility](#)

[Anti Bullying policy](#)

[Behaviour policy](#)

[Looked After Children and Previously Looked After Children policy](#)

[Equality objectives policy](#)

[Equality policy](#)

[Ethos aims and objectives policy](#)

[Medical conditions at school policy](#)

[Mission statement](#)

[Positive mental health policy](#)

[Relationships, sex and health education policy \(RSHE\)](#)

[SEND policy](#)

[Equality Act 2010](#)

[KRSCP Translation and Interpreting Policy](#)

Safeguarding in the school curriculum

The school ensures that pupils are taught about safeguarding, including how to stay safe online, as part of a broad and balanced curriculum which all subject areas contribute to. Personal, social, health and economic education (PSHE) and relationship health and sex education (RSHE) make a significant contribution to this aspect of the school curriculum. This builds confidence and resilience in pupils to

¹ @copywrite to west midlands regional child protection and safeguarding

ensure their protection and that of other pupils. This curriculum supports all young people to be happy, healthy, and successful and equips them for life and the world beyond the school environment.

Relationships, Sex and Health Education (RSHE)

Safeguarding is included in all areas of teaching and learning for example, PSHE, assemblies and tutor time. It is embedded within our curriculum and we make use of external agencies to supplement and reinforce our safeguarding messages on a regular basis.

Anti – bullying

Richard Challoner School has an anti-bullying policy which is set out in a separate document and includes all forms of bullying, including cyber bullying, prejudiced based and discriminatory bullying that can be racist, homophobic, gender related, or SEND related. We keep a detailed record of all bullying incidents that is shared and analysed by the governing body. We send racist bullying incidents to the Education service at Achieving for Children and address the subject of bullying across the key stages in our safeguarding curriculum through PHSE education.

Child Protection Policy

Our child protection policy sets out the Richard Challoner's approach to dealing with any child protection concerns. It includes specific safeguarding issues including sexual violence and sexual harassment, contextual safeguarding, children missing from education (which includes attendance), child sexual exploitation, honour-based violence (including female genital mutilation and forced marriage), prevent duty, domestic abuse, substance misuse (drugs and alcohol), serious violence including youth violence (including knife crime) and peer on peer abuse.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after by the local authority is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. We ensure that:

Appropriate staff have the information they need in relation to a child's looked after legal status (this includes whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

Appropriate staff have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated teacher in conjunction with the lead professional over seeing provision for looked after children is responsible for ensuring a personal education plan (PEP) is in place for each looked after child in the school, and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around educational attainment. This includes ensuring that the

pupil premium plus for looked after children is appropriately allocated to meeting the aspirational objectives in the PEP. The designated teacher works in partnership with the designated safeguarding lead and the social work team of the home local authority around any safeguarding concerns and placement stability issues. The designated teacher receives appropriate training to undertake the role effectively.

“A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.”

The designated teacher, in conjunction with the lead professional overseeing provision:

- promote a culture of high expectations and aspirations for how children looked after and previously looked after learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that the children are prioritised in the event that one-to-one tuition arrangements are put in place and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of all children looked after’s personal education plans (PEPs) within the school

Attendance

We ensure all pupils attend school regularly and act swiftly to address any non-attendance and persistent absence.

Drug and Alcohol Education/Managing Substance Related Incidents

Our RSHE policy outlines the whole school’s approach to teaching about drugs and alcohol across the school and meeting the statutory responsibilities in this area. It includes our approach to managing substance related incidents. For further guidance on alcohol, use the link for NICE and Public Health guidance below. This provides guidance on interventions in secondary and further education to reduce alcohol use among children and young people aged 11 to 18 and for 11 -25 with special educational needs or disabilities in full time education. It will also be relevant to children aged 11 in year 6 primary education.

[Drugs Advice for Schools](#)

[Alcohol intervention in Schools](#)

Use of Social media and Online Safety

We have a ICT Staff Use Policy for our staff which makes clear what standards are expected of anyone who works for us and uses social media. It also explains what actions will be taken when it is

considered a member of staff may have breached this policy. The policy covers social media use: on behalf of school; as part of working with [students/pupils]; in their wider professional work; and in their personal life.

Our Online Safety Policy is framed within Keeping Children Safe in Education, we have a whole school approach which allows us to protect our community and educate our pupils on safer use of technology. Cyberbullying and 'sexting' by pupils will be treated as seriously as any other type of bullying and will be managed through our procedures. This policy applies to all members of our community, (staff, students, and visitors).

Working with Parents and Carers

We work with parents and carers to raise awareness of online and digital safety, encouraging and including them to raise awareness of keeping children safe online at home.

The London Grid for learning provides a full suite of templates for schools or academies online safety policies and procedures. And our IT System does all it can to filter and monitor the current systems in place, age range is taken account of and the number of pupils and IT system usage.

There is clear code of conduct for governors and a social media policy for governors in our schools.

Media Recordings, Audio, Image and Video (including digital files)

Media recordings are taken to capture curriculum activities and wider activities such as celebrations or festivals. We have guidelines that must be followed when making video recordings on our premises or as part of wider activities elsewhere e.g. school trips

- Consent is obtained from parents when they start Richard Challoner School to allow us to use any video recording/image capture published on the school website / social media or in the press.
- Staff can take media recordings to support educational aims but must follow policies, in respect sharing, distribution or publication. Media images should be taken on school equipment unless there is prior agreement with the Headteacher.
- All media recordings or images will only be stored edited or archived onto school systems and equipment unless there is prior agreement with the Headteacher.
- Pupils / Students must not take, use, share or publish or distribute media recordings of others without their consent.

[KRSCP Social media policy](#)

[Standards for children accessing located computer equipment](#)

[London Grid for Learning](#)

[Online Safety Incident procedure](#)

[Online Safety Strategy](#)

[Sexting in school and colleges](#)

Safer Recruitment

We maintain a single central record which is reviewed regularly by a safeguarding governor. The single central record includes:

- Identity check, right to work in the UK, disclosure and barring check, barred lists check, European Community Check, Overseas Check, and Uptake of two references.
- We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:
- The level of supervision required while on site. The level of vetting in relation to the purpose of the visit. We also have a responsibility to ensure safe working practice in our school / provision.

[NSPCC Safer Recruitment](#)

Early Help

Richard Challoner School works with partner agencies to support a co-ordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency arrangements with Achieving for Children Early Help Services.

[AfC Early Help](#)

Pupils with Special Educational Needs and Disabilities

Pupils with special educational needs and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect 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.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being proportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

To address these additional challenges our school /college does consider extra pastoral support for pupils with SEN and disabilities. The special education needs co-ordinator works closely with the designated safeguarding lead and medicines in schools lead to ensure vulnerable pupils are safeguarded.

Physical intervention Search and confiscation

Richard Challoner school's behaviour policy gives guidance on the use of physical intervention and search and confiscation. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Staff who are more likely to need to use physical intervention will be appropriately trained.

All incidents involving physical intervention will be recorded by the relevant member of staff as soon as possible using the behaviour management on cloud school. The report should include the names of any witnesses.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Intimate Care

Intimate care can be defined as any care which involves washing, touching or involving a process of personal care. Some pupils may be unable to, due to their developmental stage, physical challenges or other special needs e.g. continence, menstrual management, washing, toileting or dressing. Pupils have intimate care written into their Education Health Care Plans as required. We treat all pupils with dignity and respect for privacy.

- Staff are trained in intimate care, and health and safety that involves moving and handling children and young people.
- Staff should recognise best practice in infection control, including the need for disposable gloves and aprons where appropriate.
- Where there is no EHCP, parents will be informed on the same day if their child has had an intimate care incident e.g. wetting or soiling and this is communicated confidentially to parents in person or through a school letter
- Individual staff members will inform another member of staff if they are assisting a pupil with intimate care needs alone.
- Child Protection procedures will be adhered to and we recognise that pupils with special educational needs are vulnerable to all types of abuse.
- Staff will work in close partnership with parents /carers and other professionals to ensure continuity of care.

Exclusions Policy

Only the Headteacher can exclude a pupil from school. The Headteacher will inform the governing body and the local authority of:

- Permanent exclusion, including when a fixed term exclusion is made permanent.
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term.
- For permanent exclusion, if the pupil lives outside the Local area in which the school is located. The Headteacher will inform the pupils 'home authority' of the exclusion and the reason for it without delay.
- Decisions regarding exclusions will consider special educational needs.

Governing Body

The governing body will consider reinstatement of an excluded pupil within 15 days of receiving notice of the exclusion if:

- The exclusion is permanent.
- It is a fixed term exclusion which is more than 15 school days in a term.

Within 14 days of receipt of request, the governing body will provide the secretary of state and the Local Authority with information about any exclusions in the last 12 months.

For Fixed – period exclusions of more than five school days, the governing body will arrange suitable full time education for the pupil. This provision will commence as soon as practical and will begin no later than the 6th day of exclusion.

Alternative Provision

Where schools contract with an alternative provider, the school continues to be responsible for safeguarding. When alternative arrangements are made parents must be made aware of the provision, who the child will report to on the first day of school and opening and closing times. Please see the link below for further information from Achieving for Children Education Inclusion Support Service (EISS).

[AfC Educations services](#)

Peer on Peer Abuse

Our school understands that children can abuse other children and it can take many forms. It can happen both inside and outside of school /college and online. The School has a culture of prevention and education in order to raise responsible, caring adults. The school encourages respectful behaviour and language to be used to all. All staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports and this is included in our child protection policy.

This can include but is not limited to:

- bullying including cyber bullying,
- prejudiced based and discriminatory bullying,
- abuse within intimate relationships,
- sexual harassment,
- sharing of nudes and semi nudes' images and or videos causing someone to engage in sexual activity without consent e.g. forcing someone to strip,
- upskirting is a criminal offence,
- initiation, hazing type incidents.

Peer on Peer is specifically referenced in keeping children safe in education 2021. An early response is required in addressing inappropriate behaviour (even when it appears to be relatively innocuous). The school takes a preventative approach and does intervene early to prevent problematic, abusive and violent behaviour in the future.

[London Child Protection Procedures](#)

[KCSIE 2021](#)

Health and Safety

Site and Premises Security and Site Safety (including fire risk assessment, fire drills, and first aid)

Under the Health and Safety at Work Act 1974, the school employer has overall responsibility for health and safety and must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the school premises. The LA is the employer in community and voluntary controlled schools, community special schools, maintained nursery schools and pupil referral units. The governing body is the employer in voluntary aided and foundation schools and the academy trust is the employer in academy schools. The proprietor, board of trustees or equivalent is the employer in independent private or fee-paying schools.

All visitors to our site are checked in relation to the purpose of their visit, the level of supervision required on site, to ensure safe working practice in our school e.g. external contractors.

[Health and Safety](#)

Extended school and off-site arrangements

- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply.
- When our pupils attend off-site activities, we will ensure that effective child protection arrangements are in place.

Parents may want to use the below link if there looking to use sports clubs and other external providers as part of their child's extra curricular activities.

[Sports, clubs and other activities](#)

Supporting Staff working in Difficult Situations

We recognise that staff working in the school who have become involved with a safeguarding or child protection matter may find it distressing and upsetting. We ensure clear management oversight of work by senior leaders and we will ensure appropriate support in relation to their work.

We provide further support for staff as necessary through a supervision process where they can discuss their worries with their line manager or other appropriate member of staff and they can seek further support as appropriate.

Coronavirus (COVID-19) Risks

Public health advice to minimise coronavirus (COVID-19) risks is provided to our school and we comply with health and safety law in order to minimise coronavirus (COVID-19) risks, we assess risks and put in place proportionate control measures. Our school thoroughly reviews health and safety risk assessments and has plans to minimise risk. Achieving for Children Education services provides our school with updated guidance as soon as available.

[COVID-19](#)

[What parents and carers need to know about early years providers, and schools. Covid 19 guidance](#)

Managing Allegations

All staff are familiar with the procedures for managing allegations against staff and volunteers including governors/trustees.

- An allegation about a member of staff or a volunteer, including a low-level concern, should be brought to the immediate attention of the Headteacher.
- An allegation about the Headteacher should be brought to the immediate attention of the chair of governor.
- Allegations can be brought directly to the attention of the local authority duty office (LADO services).

All concerns should be recorded and a chronology of concerns kept by the case manager (Headteacher or chair of governors). We ensure parents are clear about how to raise a concern about a member of staff, volunteer or a pupil. Details are given on the school website

The Headteacher (allegation against a member of staff or volunteer) or chair of governors (allegation against the headteacher) should ensure a timely response (as detailed on the complains policy), and as case manager, maintain oversight of allegations, including oversight of LADO referrals and ensure a timely response to any allegations raised.

Whistleblowing

Richard Challoner School has a whistleblowing policy which is available as a separate document. We recognise that children cannot be expected to raise concerns if in an environment where staff fail to do so.

Our school works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, pupils and parents with a safe mechanism to raise any concerns.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

In the first instance this should be raised with the Headteacher, the DSL or the chair of governors. If it becomes necessary to consult outside the school, they should speak to the LADO for further guidance and support.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 or email: help@nspcc.org.uk

Procedures for uncollected children

In the event of a child not being collected at the end of the school day, every effort should be made by the school to contact the parents and emergency contacts, ensuring a minimum of 2 numbers. In the event that contact with parents and emergency contacts cannot be established and the child remains uncollected, the police should be contacted.

If non-collection or late collection is a regular occurrence, early help should be offered by the school in the first instance through a formal meeting with parents. If the situation does not improve a referral to the SPA service may be considered if a wider picture of neglect is emerging. The child protection policy should be followed in such an event.

Medicines in School/Supporting Pupils with Medical Conditions

This school is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school. All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils. Further information can be found in our Medical Conditions in School Policy and is located in the policies folder on the school website

The school office manager works closely with the designated safeguarding lead and the special education needs co-ordinator to ensure appropriate information is shared to safeguard pupils and there is appropriate medicine storage in place.

Richard Challoner School Child Protection Policy

This Policy sets out how the governing body of Richard Challoner School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 in relation to Independent Education provision, Academies and post 16 providers, regulations 2014.

The Safeguarding Policy applies to **ALL** staff (Teaching and non-teaching), governors volunteers, temporary and supply staff working in Richard Challoner School.

This Policy will be reviewed annually by the governing body and is in line with the requirements of Working Together (DfE 2018), Inspecting safeguarding in early years, education and skills setting. (Ofsted 2021).

This Policy is made available to parents via the school website.

Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of **All** children. This policy relates to all children between the ages of 0 – 18, whose care and education comes within the remit of education provision. (For some special education provisions this age range goes beyond 18). All children regardless of age, gender, race, ability, sexuality, religion, beliefs, or language have a right to be protected from harm.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is of paramount concern. Our school is a community and we all (staff, governors, parents, families and pupils) have an essential role in making it safe and secure. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness and mutual respect that encourages children to talk to us, and feel confident that they will be listened to. We recognise that the culture we create has an important impact on children both during the day at school and afterwards, into adult life.

We are vigilant and alert to signs of abuse and potential harm and follow our procedures to ensure that all children in our school receive effective support and protection.

We ensure that parents understand the responsibility placed on staff for child protection by setting out our obligations in the education provision prospectus.

This policy is made available to parents on request and published on the Richard Challoner School website.

Aims

To set clear expectations of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To identify key roles and responsibilities for all staff in relation to child protection, and emphasise the need for good levels of communication between all members of staff in school.

To recognise our responsibility to refer any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) or neglect to the SPA service using the Achieving for Children threshold document

To provide reports to and attend any statutory child protection conferences, initial and review, core group meetings and child in need conferences that may be called for under the London Child Protection Procedures

To engage in child protection statutory assessment and interventions as required, recognising our duty to work with other agencies in protecting children from harm (e.g. Early Help and Children's Social work services, Police, Public Health and NHS professionals including mental health professionals).

To maintain clear management oversight of all child protection work; identifying, referring and supporting children known to be at risk of harm, ensuring pupils at risk of harm are safeguarded and receive timely support and intervention; including early help and prevention work.

All staff members, governors, volunteers and external providers

Are expected to act on any concerns about a child's welfare immediately. Remember that the child's welfare and interests must be the paramount consideration at all times. Be aware of the systems within their school or college which support safeguarding:

- Child protection policy
- Pupil behaviour policy
- Staff Code of Conduct
- Safeguarding response to children who go missing from education
- Role of the designated safeguarding lead

All school staff are 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.

Recognising Abuse

Physical abuse

Physical abuse is 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. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Emotional abuse

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

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.

Neglect

Neglect is 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)
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[Neglect Toolkit](#)

[KRSCP Multi-agency Threshold document](#)

[Working Together to Safeguard Children 2018](#)

Additional Vulnerabilities for Pupils with Special Educational Needs and Disability

All staff are aware that additional barriers can exist when recognising abuse and neglect for children with special educational needs and disabilities. Children can be disproportionately impacted by bullying without any outwardly presenting signs. Careful consideration is required regarding assumptions that indicators of possible abuse and neglect (e.g. behaviour, mood, injury) relate to the child's disability without further exploration. The designated safeguarding lead, the special educational needs co-ordinator, the behaviour lead and the medicines in schools lead, do liaise to ensure the designated safeguarding lead has oversight of any other issues the child or young person is experiencing, and ensures that these are included in any decision making.

[Special Educational Needs DfE 2015](#)

Staff Induction, Training and Development

All staff members receive appropriate safeguarding and child protection training, including induction, which is regularly updated. This includes training on how to recognise signs of abuse and how to respond to any concerns. In addition all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, CPOMS and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff **must**:

- Read part 1 and annex A Keeping Children Safe In Education (DfE September 2021) entitled “Safeguarding Information for All Staff” and understand its implications. Governors read the full document.
- Read and understand the school’s child protection policy and make sure they are clear on how to act in the event of a concern and maintaining confidentiality;
- Read and understand the pupils behaviour policy and ensure they follow it in the course of their day to day work with children and young people;
- Read and understand the staff behaviour policy (code of conduct), so that they are clear on what to do if there is a breach of the code of conduct;
- Understand the difference between having a concern about a child, and a child in immediate danger, being clear on the relevant actions to take;
- Know the role of the designated safeguarding lead in school;
- Understand that early help and support that can be provided by the school, and their role in early help.
- The DSL provides at least an annual briefing to the school to provide staff with any updates on changes to child protection legislation, procedures and relevant learning from key serious case reviews.

The nominated safeguarding governor with responsibility for child protection undergoes child protection training prior to or as soon as appointment to the role and at regular intervals thereafter.

The Designated Safeguarding Lead for child protection attends the multi-agency Local safeguarding partnership training within 12 weeks of taking up their responsibilities.

The education provision will ensure that its Designated Safeguarding Lead attends the Designated Safeguarding Lead training and conferences to keep abreast of child protection learning and developments, at least biannually.

We ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contracted staff, such as catering staff, are aware of our child protection policy and procedure, and have received appropriate child protection training.

Children Suffering or likely to Suffer Significant Harm

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of a child. It gives local authorities a duty to make enquiries under section 47 of the Children Act 1989 to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Such enquiries must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation and other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation. Safeguarding and promoting the welfare of

children is defined in Working Together to Safeguard Children (2018) as: protecting children from maltreatment; preventing impairment of a child's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The Impact of Abuse and Neglect

The sustained abuse or neglect of children physically, emotionally, or sexually can have long-term effects on the child's health, development and well-being. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The effects can also extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations it can affect parenting ability.

Recognising signs of abuse

Our staff are aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused. The following signs may indicate that something is concerning

- significant change in behaviour
- extreme anger or sadness
- aggressive and attention seeking behaviour
- suspicious bruises with unsatisfactory explanations
- lack of self-esteem, self-injury or harm
- depression
- age inappropriate sexual behaviour

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as indicators and each small piece of information will help the DSL to decide how to proceed. If abuse is suspected, the presence of signs of abuse is not proof that abuse has occurred.

However,

- must be regarded as indicators of the possibility of significant harm
- justify the need for careful assessment and discussion with the designated member of staff for child protection or decision making
- ensure the conversation is logged as it may require consultation with and / or referral to Children's Social Work Service

The absence of such risk indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- appear frightened of the parents
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)
- the parent or carer may persistently avoid child health promotion services and treatment of the child's episodes of illness
- have unrealistic expectations of the child frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- be absent or misusing substances persistently refuse to allow access to professionals on home visits
- be involved in domestic abuse
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

For further guidance: [What to do if you are worried a child is being abused?](#)

Taking action

Any child in any family, or in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999.
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.
- do not start your own investigation.
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- complete a record of concern on CPOMS or a Concern Reporting Form (see appendix 1) and seek support for yourself if you are distressed or need to debrief.

What to do if a pupil discloses to a member of staff

We recognise that it takes a lot of courage for a child to make an allegation, disclose information which raises concern about actual or potential significant harm, the initial response should be limited to listening carefully to what the child says so as to clarify:

- the concerns
- confirm who the child has told if anyone
- make full written record of what is being said in the child's words

If a child is freely recalling events, the response should be to listen, rather than stop the child; questioning of the information being given must be limited to confirming factual accuracy required to provide a quality referral, e.g. who are the people involved, what has actually happened and when and where did any incident occur. If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. However, the child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice Police investigations. It is important that the child should not be asked to repeat the information to a colleague or write the information down. Making an accurate and verbatim record of what the child has said (disclosure), (or evidence that has led to the concerns) recording the child's own words, is the responsibility of the person to whom the child has disclosed.

This should be recorded on CPOMS or on a Concern Reporting Form (see appendix 1). This is available to all staff in the school.

The DSL should be informed of the concerns immediately. A record of all conversations (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept. These should be recorded on CPOMS. Any member of staff who has concerns about the welfare of a child must share this information with the DSL. The report is given to the DSL immediately who will analyse risk and refer onwards as necessary and appropriately. Referrals where urgent action is required should never be delayed in order for a full record to be written.

No enquiries or investigations may be initiated without the authority of Children's Social Work Services or the Police.

Guiding Principles for all staff and volunteers for Dealing with Disclosures:

The Seven R's

The Seven R's provides staff with clear guidance on how to act in the event of a concern or disclosure: Receive, Reassure, Respond, Report, Record, Remember, Review.

Receive

Listen to what is being said, without displaying shock or disbelief. Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

Reassure

Reassure the pupil /student, but only as far as is honest and reliable. Do not make promises you may not be able to keep, e.g.: "I'll stay with you", or "everything will be alright now" or "I'll keep this confidential". Do reassure, e.g. you could say "I believe you", "I am glad you came to me", "I am sorry this has happened", "We are going to do something together to get help".

Respond

Respond to the pupil/student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

Do not ask 'leading' questions, i.e. "did he touch your private parts?" or "did she hurt you?". Such questions may invalidate your evidence (and the child's) in any later court proceedings.

Instead, make use of open ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use: How? When? Who? Where?

Questions beginning with the phrases "tell me", "describe" or "explain" are useful:

- Tell me what happened, tell me who was there....
- Explain what you mean when you say....
- Describe the place to me....
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be the designated lead for safeguarding or Headteacher.

Report

Share concerns with the designated safeguarding lead (DSL) as soon as possible. If you are unable to contact your designated safeguarding lead, deputy designated safeguarding lead, or most senior member of staff, if the child is at risk of immediate harm: Contact Achieving for Children SPA service or Police.

If you are dissatisfied with the response from the DSL or children's social work, you should ask for the decision to be reconsidered, giving your reasons for this.

A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff

Record

If possible make some very brief notes at the time and write them up as soon as possible and ensure they are installed on CPOMS. Copies of the original notes will be kept on CPOMS.

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as practical, recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.

Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. (See Appendix 3). The child should not be examined intimately or pictures taken of any injuries / marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. Children **MUST NOT** be asked to make a written statement themselves or to sign any records. All records of a child protection nature (handwritten or typed) are passed to the DSL.

Remember

Support the child: listen, reassure, and be available. Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Try to get some support for yourself if you need it.

Review

Has the action taken provided good outcomes for the child?

Did the procedure work?

Were any deficiencies or weaknesses identified in the procedure?

Have these been remedied?

Is further training required?

All staff are 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.

Contextual Safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school, outside of the family and in places and spaces within the local area. Typically from someone who is not a family member. All staff and the designated safeguarding leads will consider the context within which such incidents and/or behaviours occur and whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Schools keep a detailed record of reports from pupils of 'extra familiar harm' outside of school. Schools can attend the Achieving for Children Harmful behaviours

group. Updates for contextual safeguarding will be provided through the Designated Safeguarding Forum and through a working group organised by the Achieving for Children Education Services.

There is a multi-agency operational panel run in Kingston and Richmond where referrals of concern regarding exploitation or extra familiar harms are regularly reviewed called the MARVE (Multi-Agency Risk and Vulnerability to Exploitation). Referrals can be made for children to the SPA (Single Point of Access) in Kingston and Richmond. There are equivalents in all boroughs and counties in the UK. Referrals relate to child criminal exploitation, child sexual exploitation (CSE) Harmful Sexual Behaviour (HSB), Trafficking, County Lines, Modern day Slavery, missing children, Serious Youth Violence and radicalisation. Safety plans are then made for the child / children, which should be shared with schools.

[Contextual safeguarding](#)

[KRSCP guidance to MARVE / MASE](#)

Identified areas of particular risk for our school

Our School considers risks outside our school premises to ensure children are safe and protected. We consider the following:

- site situated on a busy road
- the number of SEND pupils or those children English as an additional language
- accessing sports off-site
- sharing school site with other agencies
- building work

Peer on peer abuse

ALL staff are aware that children can abuse other children and it can take many forms. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. Bullying undermines confidence and causes misery and distress. It can affect a child or young person's attendance and progress at school. It can also have a detrimental impact on a child's mental health. Fear, isolation, anxiety and diminished self-esteem can lead to self-harm, depression and suicidal thoughts or actions. Research has shown that children who are bullied and/or bully others are more likely to suffer from mental health issues. The rise of cyberbullying is a frequent cause of emotional disturbance in children and young people. Cyberbullying is insidious; technology enables perpetrators to have the power to reach their targets 24 hours a day, seven days a week.

Peer on Peer can include (but is not limited to):

- bullying (including cyberbullying),
- prejudice-based and discriminatory bullying); racist, homophobic, transphobic abuse,
- abuse within intimate partner relationships; physical abuse ,
- sexual violence and sexual harassment; consensual and non-consensual,

- sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting (is a criminal offence under Voyeurism offences Act 2019),
- initiation/hazing type violence and rituals,
- addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All staff are aware of our online policy and procedures which are detailed in the safeguarding policy guidance. Further information can be obtained from Achieving for Children Education Services Online Safety Lead.

[MARVE / MASE Protocol](#)

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

All Staff are aware that any concerns regarding domestic abuse should be raised with the designated safeguarding lead and/or deputies. Violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Richard Challoner School acknowledges that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Richard Challoner School is part of the local Operation Encompass programme with the local Police which shares information of any domestic abuse incidents.

Homelessness

All staff recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse and anti-social behaviour
- the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to children's social care will be made. The Domestic Abuse Act 2021 recognises children as victims of Domestic Abuse, occurring in their home environment.

[London Child Protection Procedures](#)

Children missing education

All staff recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with AfC when patterns of absence give rise to concern.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. We will ensure, where possible that we have more than one emergency contact number for each pupil. This will give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

The school operates in accordance with statutory guidance 'Children Missing Education' (DfE 2016).

[Children Missing Education Statutory Guidance](#)

[Local Guidance](#)

Children who run away or go missing from home or care

All Staff recognise that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

'Keeping Children Safe in Education 2021' highlights Statutory Guidance on Children who Run Away or go Missing from Home or Care requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with AfC or other relevant local authority, Richard Challoner School will facilitate return home interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space in the school or college site for the interview to take place.

[Missing Protocol](#)

Children with family members in prison

Richard Challoner School recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children.

Sexual violence

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Sexual violence and sexual harassment is not acceptable at Richard Challoner School. Behaviours such as making sexual remarks, grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

All Staff are aware that sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. They understand that it can happen both inside and outside of school/college. Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here**'. Richard Challoner School will respond appropriately to all reports and concerns including those outside the school and or online. Richard Challoner School will ensure that all victims are taken seriously and offered appropriate support.

[Sexual Violence and Sexual Harassment DfE 2021](#)

Sexual harassment:

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as: deliberating brushing against someone, non-consensual touching, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos, inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be stand alone, or part of a wider pattern of sexual harassment and/or sexual violence

Extra Familiar Harm:

Harm that children and young people encounter outside of their home is referred to as 'extra familiar harm'. Children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats.

[Working together to Safeguard Children](#)

Harmful Sexual Behaviours

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. A useful tool is: [Brook Traffic Light Tool](#)

Examples of safeguarding issues against a pupil could include:

- physical abuse: violence, particularly pre-planned, forcing others to use drugs or alcohol
- emotional abuse: blackmail or extortion, threats and intimidation
- sexual abuse: indecent exposure, indecent touching or serious sexual assaults, forcing others to watch pornography or take part in sexting
- sexual exploitation: encouraging other children to attend inappropriate parties, photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

What to do:

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead should be informed for further decision making using the beyond referrals model.

[NSPCC Harmful Sexual Behaviours](#)

Responding to allegations of sexual harassment and sexual violence

Richard Challoner School will ensure that all incidents and concerns regarding sexual harassment will be recorded by the school through CPOMS, whether the incident took place in the school or outside the school. A plan will be put in place that takes account of the nature and type of incident reported on by the pupil/ student with consideration of the:

- the victim, especially their protection and support

- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them
- Incidents of sexual harassment will be reported through the annual review of safeguarding to the Local Safeguarding Partnership.

Child sexual exploitation (CSE)

All staff are aware child sexual exploitation and child criminal exploitation are forms of abuse and both occur 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 will be in exchange for something the victim needs or wants and/or will be to 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

This should be used to support a referral when there is a concern that a child or young person is being sexual or criminally exploited. A referral to the SPA will be made and if a child is in immediate danger the police will be called.

Child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child's or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- 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

- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources

Consent

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child. Consent is taught through our safeguarding curriculum

[Safeguarding Children from Sexual Exploitation](#)

[Child sexual exploitation definition and guide](#)

County lines: child criminal exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- 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.

Female genital mutilation (FGM)

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and

women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

Pupil talks about going abroad to be 'cut' or to prepare for marriage.

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

[Female Genital Mutilation Statutory Guidance](#)

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

The mandatory reporting duty applies to all persons in Richard Challoner School who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report to the police. Teachers in this situation will record their concerns through the school reporting system and inform the DSL, who will support the teacher in making a direct report to the police.

There are no circumstances in which a teacher or other member of staff will examine a girl.

[Female Genital mutilation Policy](#)

Honour based violence and Forced marriage

'Honour based' violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others. Crimes include female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

A forced marriage is a marriage where there is no valid consent by the female or male and duress may include physical, psychological and financial abuses of the individuals. It may concern a person with learning disabilities unable to consent or children under the age of consent.

Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

School staff will never attempt to intervene directly as a school or through a third party. Contact will be made with the Single Point of Access, or Police and the Forced Marriage Unit (020 7008 0151) for advice and support. If a member of Richard Challoner School staff suspects that a pupil may be a victim they will, in the first instance, report their concerns to the DSL.

A forced marriage is distinct from an arranged marriage. In an arranged marriage, the families or fiends of both spouses take a role in introducing individuals for the purpose of marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Modern arranged marriages involve a variety of matchmaking practices where each family tailors its own version to suit modern identities and ambitions.

[Guidance forced marriage](#)

Faith abuse

Faith abuse is abuse of a child, linked to faith or belief. It is not about challenging people's beliefs, but where these beliefs lead to abuse, this should never be tolerated. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

[Child abuse linked to faith or belief](#)

Hate Crime

Hate crime is defined as any criminal offence which is perceived, by the victim or any other person, to be motivated by hostility or prejudice based on a personal characteristic. If the action is possibly not a criminal offence, but otherwise meets the hate crime definition, it is referred to as a 'hate incident'. Traditionally the focus has been on race motivated hate crime but over recent years has broadened to include:

- Race
- Disability
- Sexual orientation
- Faith
- Gender identity

Hate crime should be reported to the local police: Telephone number 101, if an emergency then dial 999.

Private fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Richard Challoner School recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When Richard Challoner School becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

[Looking after someone else's child](#)

[More Information here](#)

The Prevent Duty

The focus of Prevent is to reduce the threats, risks and vulnerabilities posed by domestic and international threats to security and stop people supporting or becoming involved in terrorism and guidance is through specified local authority arrangements. The aims are to:

1. Raise awareness
2. Identify early and correctly signpost
3. Refer to any concerns, following the correct procedures
4. Safeguard all children learning about Prevent through curriculum

Our staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area, and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

We recognise the importance of providing a safe space for children to discuss controversial issues and build the resilience and critical thinking skills needed in order to challenge perspectives.

When any member of staff has concerns that a pupil may be at risk of involvement in respect of the prevent duty they will speak with the DSL and seek guidance from the local authority as required.

The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

[Educate against hate](#)

[Prevent Duty](#)

[Prevent Road Map](#)

[Kingston Council](#)

[Richmond Council](#)

Suicide and self-harm

Suicide: an act of deliberate self-harm which results in death.

Self-harm: self-poisoning or self-injury, irrespective of the apparent purpose of the act.

Suicide and self-harm links: self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last for a short time. For others, it can become a long-term problem. Some people self-harm, stop for a while, and return to it months, even years, later, in times of distress.

Richard Challoner School recognises that any pupil who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a pupil has self-harmed, or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern. The school will be alert to any concerns of contagion and clusters of suicide or self-harm and will liaise appropriately with the local Council's Public Health team. The school undertakes regular training in mental health awareness and suicide prevention.

[Richmond Suicide Community Action Plan](#)

Fabricated Illness

All Staff are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- fabrication of signs and symptoms, including fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- induction of illness by a variety of means

Staff at Richard Challoner School will record and report any concerns about a child who might be experiencing Fabricated or induced illness to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral or consult with the Single Point of Access as with any other child protection concern.

[London Child Protection Procedures Fabricated and Induced Illness Guidance](#)

Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including: prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the local authority or otherwise living away from home
- living in temporary accommodation
- at risk of child sexual exploitation (CSE)
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children looked after and previously looked after

All Staff have the necessary skills and knowledge to keep children looked after and previously looked after safe. Appropriate staff will have the information they need in relation to a child looked after's legal status (for example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated) and the level of authority delegated by the caring authority to the carer.

The designated teacher for children looked after is Ian O'Brien. The lead professional overseeing provision is Richard Gooud. The designated governor for children looked after is Francis Corrigan

The lead professional overseeing provision has the up to date details of the allocated social worker/personal adviser (care leavers) and the Virtual School headteacher in the local authority that looks after the child.

Details of the AfC Virtual School can be found at: [AfC Virtual School](#)

Early Help and interagency working

We will identify children who may benefit from Early Help. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. In the first instance staff should discuss early help requirements with the DSL and follow Early Help guidance from Achieving for Children.

Any child may benefit from early help, but at Richard Challoner School we are particularly aware of the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care

- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child.

Staff will be required to support other agencies and professionals in an Early Help Assessment (EHA)

This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As part of meeting a child's needs our Governing Board recognises the importance of sharing information between professionals and local agencies. Fears about sharing information do not stand in the way of promoting the welfare and safety of children.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Single Point of Access.

Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

Confidentiality

Richard Challoner School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or wellbeing. It is important that staff and volunteers tell the pupil in a manner appropriate to the pupil's age and development that they cannot promise complete confidentiality and that they may need to pass information on to other professionals to help to keep the pupil or other children safe.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the headteacher or DSLs will only disclose information about a pupil to other members of staff on a need to know basis.

We will always undertake to share our intention to refer a child to SPA with their parents and carers unless to do so could put the pupil at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with SPA on this point.

Making a referral to the Single Point of Access (SPA)

Concerns about a pupil or a disclosure should be discussed with the DSL who will help decide whether a referral to the Single Point of Access is appropriate. If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the pupil.

If after a referral the pupil's situation does not appear to be improving the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the pupil's situation improves.

If a pupil is in immediate danger or is at risk of harm a referral should be made to SPA and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Appendix 1

Concern reporting form

Please complete this form as soon as possible if you have any concerns about a pupil

Pupil's name			
Pupil's DOB		Day/Date/Time	
Name of member of staff noting concern			

Details of concern

(Please describe as fully as possible and use the pupil's own words where applicable. Include names of witnesses, if relevant, and any immediate action taken.)

Body map attached: Yes No

Signature:

Date:

Please ensure that the completed form is given to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead

Actions taken			
Date	Person taking action	Action	Signature

If the parent or carer has NOT been informed, please state the reason for this decision:

Signature:

Date:

Appropriate feedback must be given to the person completing the Record of Concern Form

Feedback given to:

Feedback given by:

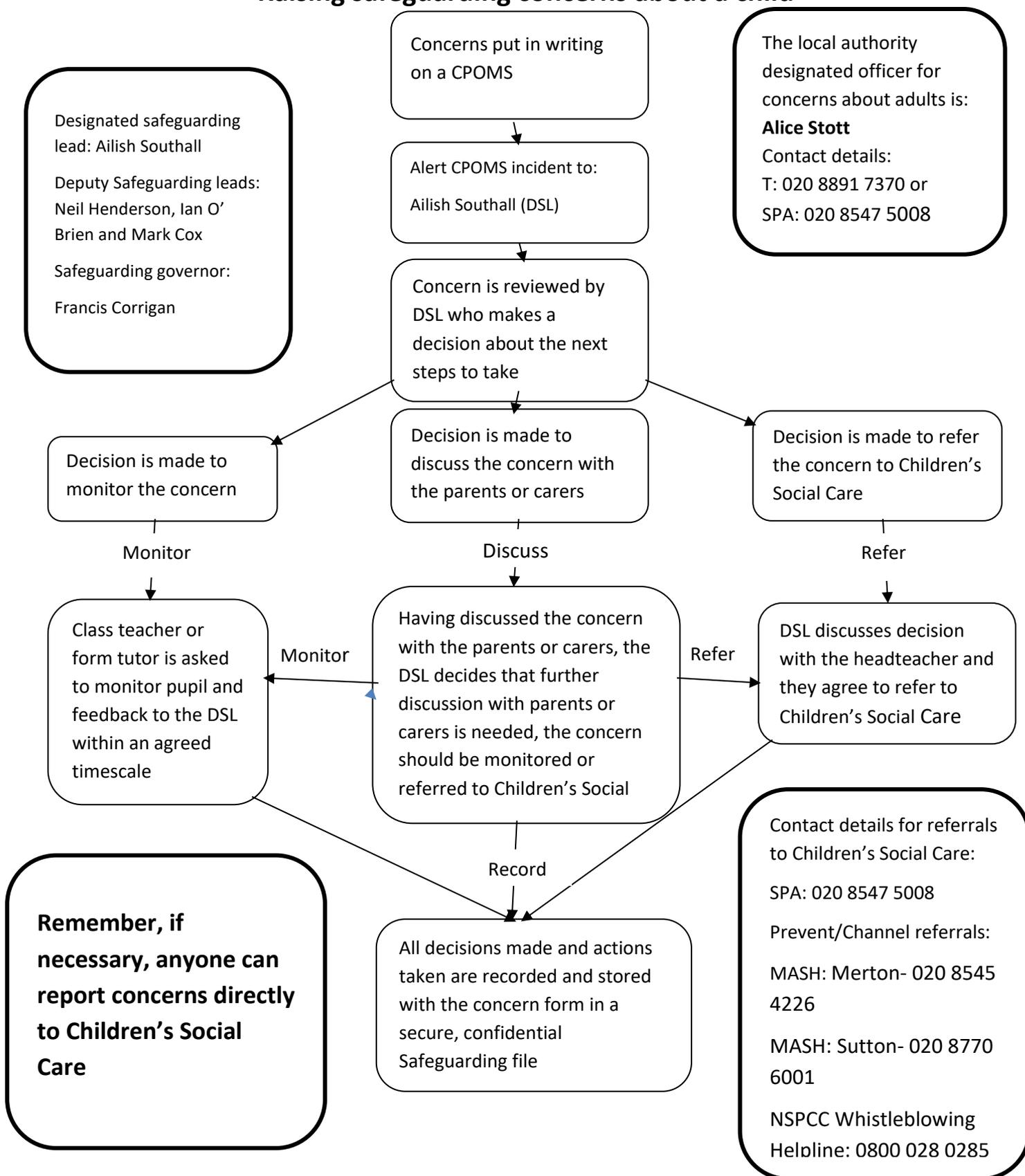
Signature:

Date:

Appendix 2

Concerns flow chart

Raising safeguarding concerns about a child

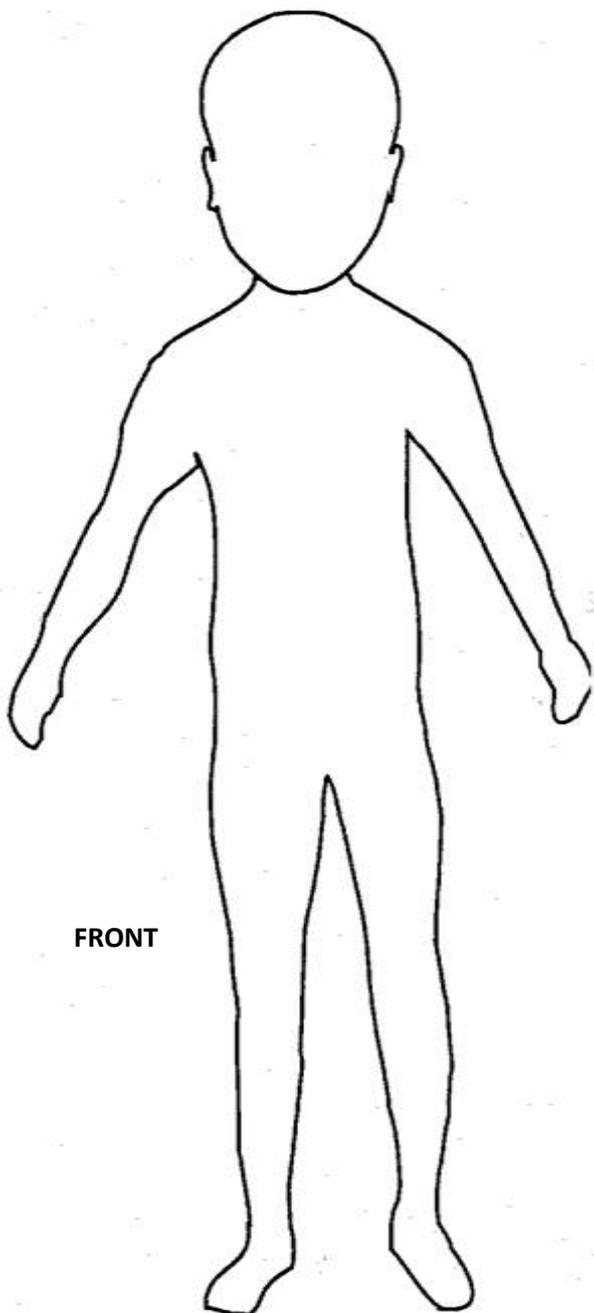


Appendix 3

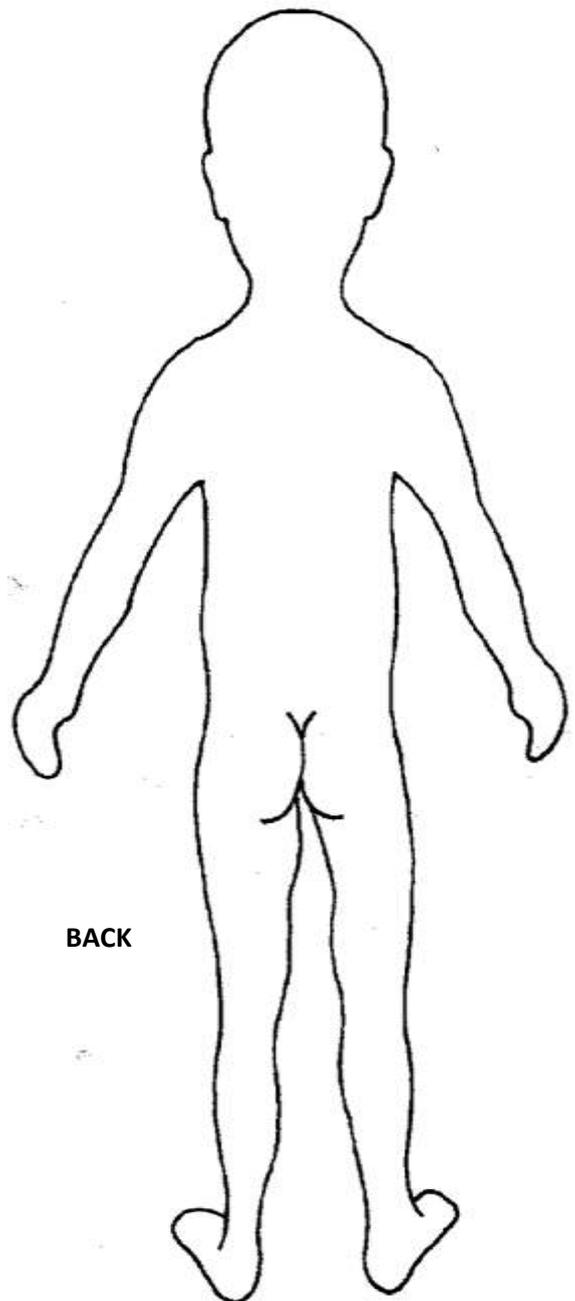
Body map

(This must be completed at time of observation)

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	



FRONT

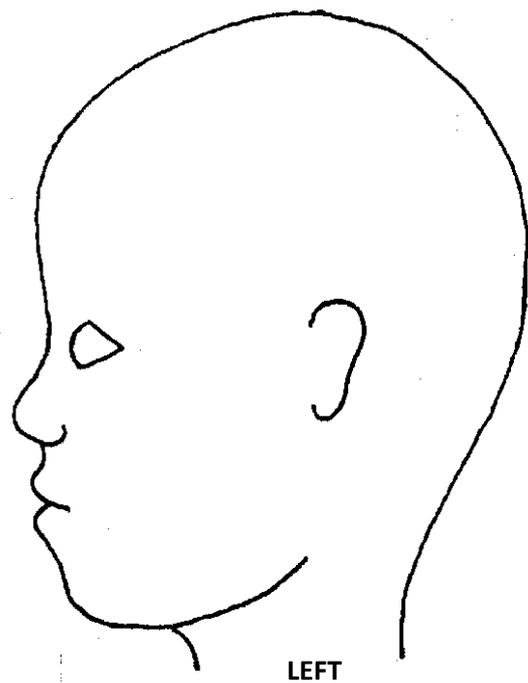
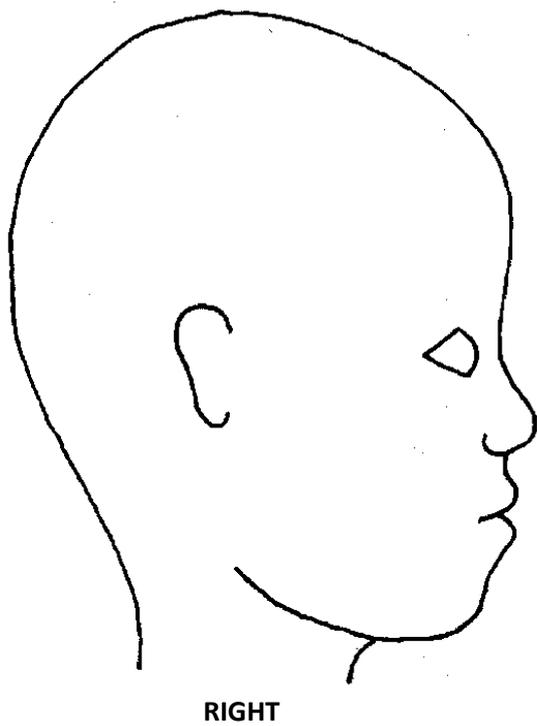
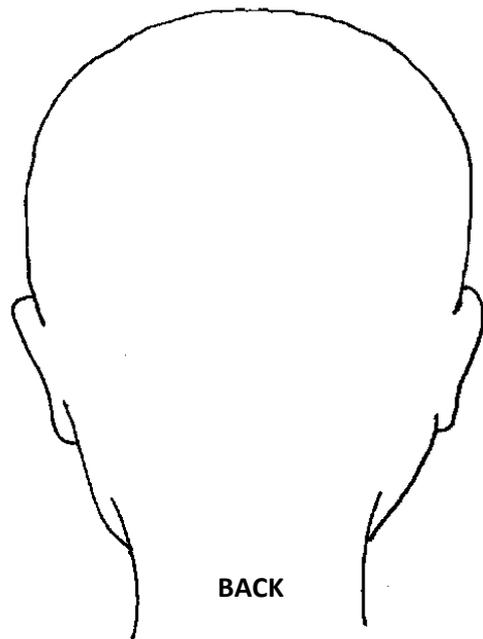
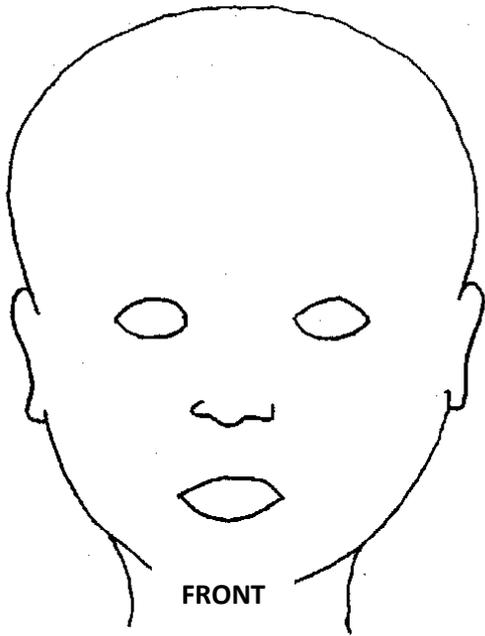


BACK

Signature: _____

Date: _____

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	



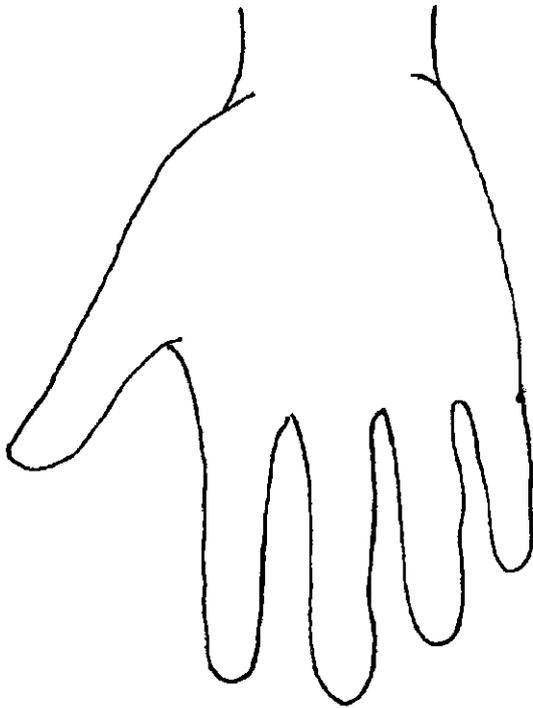
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Date: _____

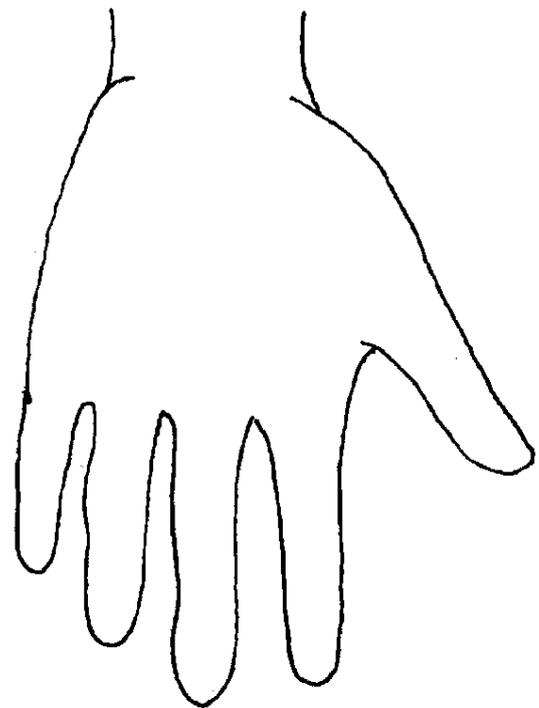
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Name of Staff:		Date and time of observation:	

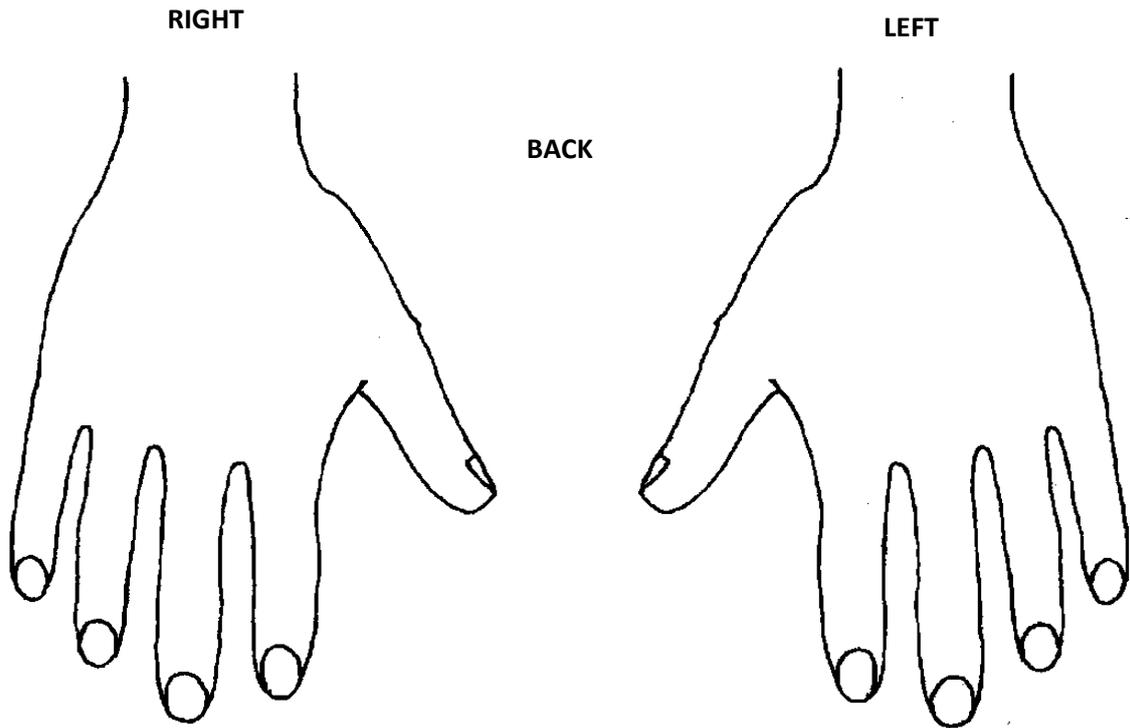
RIGHT

LEFT



PALM

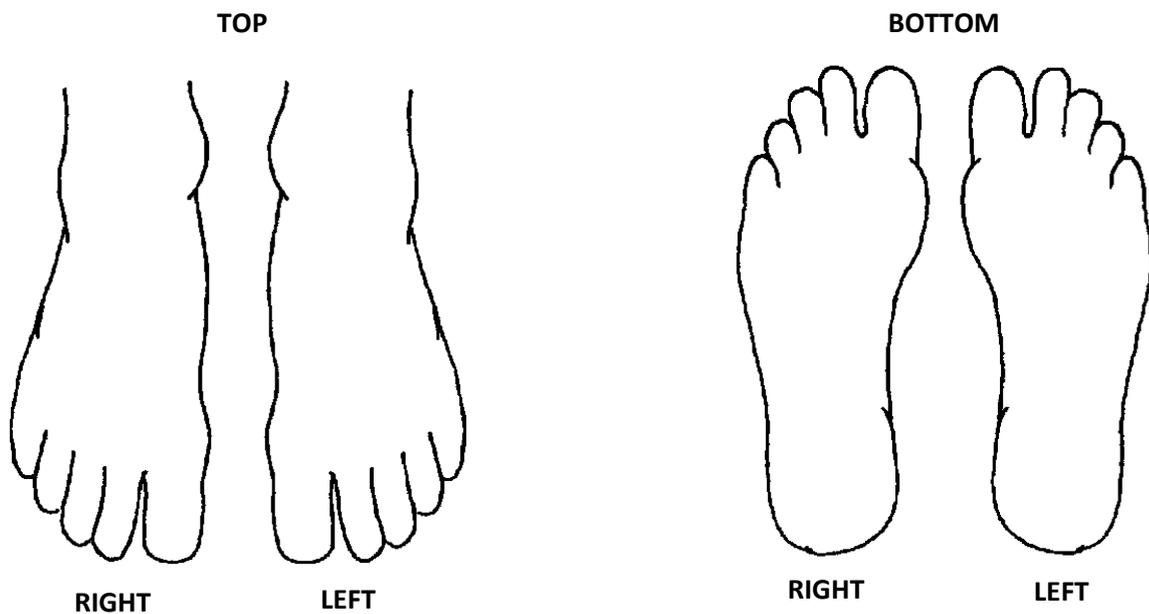


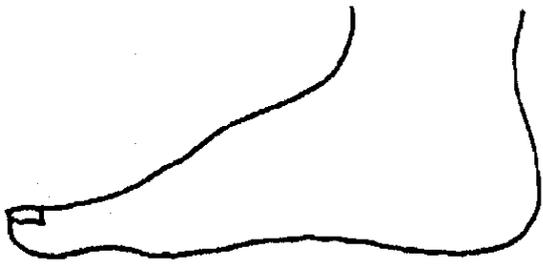


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Date: _____

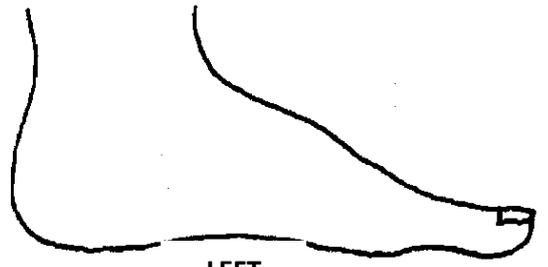
Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	





RIGHT

INNER



LEFT



OUTER



Signature: _____

Date: _____

Appendix 4

LINKS:

Children Act 1989 Care Planning, Placement and Case Review:

www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review

Children Act 2004: www.legislation.gov.uk/ukpga/2004/31/contents

Education Act 2002: www.legislation.gov.uk/ukpga/2002/32/section/175

London Child Protection Procedures and Practice Guidance: www.londoncp.co.uk

Keeping Children Safe in Education 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf

Working Together to Safeguard Children 2018: www.gov.uk/government/publications/working-together-to-safeguard-children--2

What to do if You're Worried a Child is Being Abused: www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Information Sharing:

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Children Missing Education Statutory Guidance:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Safeguarding Children from Sexual Exploitation:

www.londoncp.co.uk/chapters/sg_sex_exploit_ch.html

Child Sexual Exploitation Definition and Guide: www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Searching, Screening and Confiscation:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Female Genital Mutilation Statutory Guidance: www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Guidance Forced Marriage: www.gov.uk/guidance/forced-marriage

Looking After Someone Else's Child: www.gov.uk/looking-after-someone-elses-child

Protecting Children from Radicalisation: The Prevent Duty:

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Educate Against Hate: [Educate against hate](http://Educate%20against%20hate)

Role and Responsibilities of the Designated Teacher:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

AfC Virtual School: www.afcvirtualschool.org.uk

Early Help Assessment: www.achievingforchildren.org.uk/early-help-assessment

Guidance for Safer Working Practice: <https://saferrecruitmentconsortium.org/>

London Child Protection Procedures: Allegations: www.londoncp.co.uk/chapters/alleg_staff.html

Contextual Safeguarding: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Sexual Violence and Sexual Harassment: www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

KRSCP Policies and Procedures:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/policies-and-procedures-87.php>

KRSCP social media policy:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/krscp-social-media-policy-164.php>

Standards for using allocated computer equipment:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/ensuring-adequate-safeguards-for-children-and-young-people-while-using-allocated-computer-equipment-251.php>

LADO: <https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/protocol-for-the-management-of-allegations-against-adults-who-work-with-children-250.php>

Partnership Dispute Resolution Process:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/dispute-resolution-264.php>

Missing Protocol: <https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/missing-protocol-211.php>

Kingston and Richmond Multi-Agency Threshold document:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/multi-agency-threshold-document-144.php>

Children Missing Education:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/children-missing-education-196.php>

Safer Recruitment:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/information-and-guidance-for-schools-165.php>

KRSCP Key information for schools:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/information-and-guidance-for-schools-165.php>