

RYDES HILL PREPARATORY SCHOOL & NURSERY

P04 (ISI 7A) – SAFEGUARDING POLICY AND PROCEDURES INCL EYFS



RYDES HILL

PREPARATORY SCHOOL & NURSERY

CHILDREN'S MISSION STATEMENT

Think deeply, live wisely, love generously

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what school stands for and all are encouraged and challenged to be the best they can be.

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Reviewed By :	Vanessa Wood – DDSL/Deputy Head (Pastoral) Anna White – DSL EYFS	8 th October 2020
Approved By :	Kathryn Pillar - Bursar	13 th October 2020
Governor Review By :	Full Governing Body	25 th November 2020

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Revision History

Revision	Paragraph Number	Revision
February 2012		Original Document
February 2013		Update
November 2013		Update
November 2014		Update
November 2015		Update
November 2016		Update
June 2017		Update
November 2017		Update
November 2018		Update
September 2019		Update
April 2020	Appendix G	COVID-19 appendix added
September 2020	2	All references to KCSIE updated. All references to Honour Based Violence changed to Honour Based Abuse
	25	Definition of safeguarding and promoting the welfare of children added
	81-85	Inclusion of incidents involving adults who work in School but that happen outside of School where there could be an impact on their suitability to work with children.
	91-93	New paragraphs for this version of the policy.

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
<i>Channel</i>	<i>A programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people.</i>
<i>Children in need</i>	<i>"A child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of</i>

	<i>services; or a child who is disabled.” (As per Children Act 1989)</i>
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education
DSL	Designated Safeguarding Lead
EEA	European Economic Area
FGM	Female Genital Mutilation
FMU	Forced Marriage Unit
HBA	Honour based abuse
KCSIE	Keeping Children Safe In Education
LADO	Local Authority Designated Officer <i>The LADO service manages allegations against individuals who work or volunteer with children in Surrey.</i>
LGBT	Lesbian, Gay, Bisexual and Transgender
<i>Looked after children</i>	<i>“A child is looked after by a local authority if a court has granted a care order to place a child in care, or a council children’s services department has cared for the child for more than 24 hours” (As per Children Act 1989)</i>
MASH	Multi-Agency Services Hub
C-SPA	Surrey Children’s Single Point Access
SEND	Special Educational Needs and Disabilities
SSCB	Surrey Safeguarding Children Board
TRA	Teaching Regulation Agency
Upskirting	‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Aim / Objective / Statement of Intent

This policy applies to the whole school including EYFS.

1. The safety and welfare of all our pupils at Rydes Hill Preparatory School & Nursery is our highest priority. Our ethos is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the School will follow the procedures laid down by our local safeguarding partners, Surrey Safeguarding Children Board, together with DfE guidance contained in Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (KCSIE) (September 2020):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

2. Safeguarding and promoting the welfare of children is defined as:
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
 - taking action to enable all children to have the best outcomes.
 - preventing impairment of children's mental or physical health or development.
3. All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. This includes a duty both to **children in need** and to children at risk of harm. All staff must read at least Part 1 of KCSIE. All School staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.
4. In accordance with the guidance KCSIE September 2020 all staff including DSL's will be updated annually on any additional guidance issued on safeguarding to provide them with relevant skills and knowledge to safeguard children effectively.
5. The School will ensure that all staff sign to say that they have read and understood Part One of KCSIE September 2020. School leaders and staff who work directly with children will also be required to do the same for Part Five.
6. The School will ensure that mechanisms are in place to assist staff to carry out their duties.
7. All staff should be aware of systems, relevant to their role, within the school which support safeguarding and these should be explained to them as part of staff induction. This should include:
 - P01 – Anti-Bullying Policy

- P03 – Pupil’s use of Computing, Mobile Phones and Other Electronic Devices Policy
 - P04 - Safeguarding Policy and Procedures
 - P07 – Staff Code of Conduct
 - P09 – Taking, Using and Storing Images of Pupils and Staff Policy
 - P14 – Missing Child Policy
 - P16 – Behaviour, Rewards, Sanctions and Use of Reasonable Force Policy; and
 - P48 – Social Media Policy
 - P50 – Online Safety Policy
 - P52 – iPad & Laptop Acceptable Use Policy
8. The role and identities of the designated safeguarding lead and deputy designated safeguarding leads. Copies of policies and a copy of Part One (and Part 5 where relevant) of KCSIE will be provided to staff at induction.
9. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Position of Trust

10. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings, including those who are in a supply or peripatetic role, are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
11. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer to the School’s Staff Handbook (P17), Social Media Policy (P48) and Policy for Taking, Storing and Using Images of Pupils & Staff (P09).
12. Wherever possible, staff should not use their own personal mobile devices to take images of children and where this is necessary (e.g. off-site sporting event) staff should upload the images to the school system and immediately delete them from their own device. Staff should also advise SLT in advance of the basis for use of a personal device in advance of its use. Each classroom has the use of its own camera/i-pad, which should be used to take pictures either for the children’s portfolio’s (i.e. Tapestry) or display work or school newsletters etc. Further details can be obtained from P09 – Taking, Using and Storing Images of Pupils and Staff and P52 – iPad and Laptop Acceptable Use Policy.

Transparency

13. Rydes Hill Preparatory School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the School. Copies of this policy, together with our other policies relating to issues of child protection, are on our school website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

Monitoring and Evaluation of this Policy

14. The School monitors and evaluates its safeguarding policy and procedures through the following activities:

- Governing body visits to the School
- Senior leadership team discussion sessions with children and staff
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the School [e.g. sufficient account must be taken of the nature, age range and other significant features of the School, such as historical issues, in the provisions made for safeguarding].
- Frequent discussions of Child Protection and Safeguarding at Governing Body level (as evidenced by the minutes)
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the Governing Body
- Regular review of parental concerns and parental questionnaires
- Regular review of clubs at lunchtime and after School

15. This policy was revised in September 2020 and will be reviewed by the Headmistress, Deputy Heads, Compliance Officer and Bursar in consultation with the Governors at least annually, including a review of the efficiency with which related duties were discharged, in order to update, modify or amend as considered necessary and to reflect changes in legislation, Guidance Inspection requirements, and the procedures of the Surrey Children's Single Point of Access (C-SPA).

16. In addition an annual safeguarding review will be undertaken by the Governor responsible for Safeguarding. The Single Central Register will be updated as required and reviewed termly by the Bursar and annually by the Safeguarding Governor.

Designated Safeguarding Leads & Deputy Designated Safeguarding Lead

17. The Headmistress, is our Designated Safeguarding Lead (DSL). She has been fully trained for the demands of this role in child protection and inter-agency working. She is a member of the senior leadership team at our School.

18. The Deputy Head Pastoral is our Deputy Designated Safeguarding Lead (DDSL).

19. Mrs Anna White is the Designated Safeguarding Lead for EYFS.
20. The DSL, the DDSL and the DSL for EYFS regularly attend courses with child support agencies to ensure they remain conversant with best practice. They undergo refresher training every two years and they have a job description for their safeguarding roles and key activities. The DSL's role is to ensure that each member of staff has access to and is aware of and understands the School's Safeguarding policy and procedures. Their training meets the requirements of the DfE's "Keeping Children Safe In Education". The DDSL is also the School's Online Safety Co-ordinator.
21. The DSLs and/or DDSL can be contacted at any time.
22. The DSL maintains close links with the C-SPA and reports at least once a year to the Governors on child protection issues.
23. The DSL will liaise with the local authority when necessary and work with other agencies in line with Working Together to Safeguard Children 2018 and attend strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi-agency expertise, knowledge and experience to support pupils at risk of harm, including emotional and intellectual harm, via social media and use of the internet.
24. The DSL receives focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation, peer-on-peer abuse, FGM and online safety.

Procedures for dealing with all safeguarding concerns and allegations against adults who work with children

25. Allegations of abuse may be made against a member of staff, a supply member of staff, a volunteer, a governor, a pupil, parent or other person connected to the School. Every member of staff, including part-timers, temporary, visiting, contract, supply and volunteer staff working in School is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil.
26. Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of KCSIE.
27. These procedures shall also be used when an adult has behaved or been involved in an incident outside of a setting which did not involve children but could impact of their suitability to work with children.
28. If a member of staff is aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention, staff must take the correct course of action outlined below.

Any concerns regarding child welfare should be acted upon **immediately**. No member of staff should ever assume that somebody else will take action.

29. On hearing an allegation of abuse or complaint about abuse directly from a child, the member of staff should limit questioning to the minimum necessary for clarification. Staff must not ask leading questions. For example, you must not ask “Did your Daddy do this to you?” instead asking “Can you tell me who did this to you?” No inappropriate guarantees of confidentiality should be given; rather, the child should be reassured that they have done the right thing to tell you and that you cannot keep it a secret but will tell only those who “need to know”. Please see the table below for further guidance.

What to do	What not to do
Stay calm	Do not panic. Don't over react. It is extremely unlikely that the child is in imminent danger. Try not to look surprised, shocked or disgusted.
Listen, hear and believe	Do not probe for more information. Questioning the child may affect how the disclosure is received later on.
Give time to the person to say what they want	Do not make assumptions. Do not paraphrase or offer alternative explanations or suggestions.
Reassure and explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed	Do not promise confidentiality, to keep secrets or that everything will be OK (it might not be) Do not try to deal with it yourself
Act immediately in accordance with this procedure	Do not make negative comments about the alleged abuser. Do not make personal observations
Record accurately in writing as soon as possible what was said and without personal comment. Write exactly what was said using exact words.	Do not abbreviate, reinterpret, omit 'rude' words, distasteful phrases or swearing
Report immediately to the Designated Safeguarding Lead.	Do not make the child repeat a story unnecessarily
	Do not 'gossip' with colleagues about what has been said to you. The DSL will provide pastoral support to you as

	required or direct you to appropriate support services
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30. The member of staff should make and submit an accurate written record and inform the DSL or DDSL **immediately** so that appropriate agencies can be informed.
31. The DSL will contact C-SPA for advice or direction. (See contact details below). In relation to our Nursery setting, the School will inform Ofsted as soon as is reasonably practicable, and in any event within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Where there is a reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to Children’s Social Care will be made **immediately**. For children in need of additional support from one or more agencies, the School will invite the relevant agencies for a round table meeting. The School’s local authority is Surrey which operates the C-SPA.

<p>C-SPA – 0300 470 9100 (Monday to Friday from 9am to 5pm) Emergency Duty Team – 01483 517 898 (Out of Hours)</p> <p>OFSTED Safeguarding Children – General Enquiries 0300 123 1231 enquiries@ofsted.gov.uk</p> <p>OFSTED Whistleblowing Line - 0300 123 3155 (Monday to Friday from 8am to 6pm) Whistleblowing@ofsted.gov.uk</p>
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32. Should the allegation of abuse concern the DSL/DDS/Headmistress, the member of staff should inform the Chair of Governors without informing the Headmistress first, who will act in the place of the DSL.

<p>Chair of Governors – Mrs. Katie Cardona</p> <p>Email – katiecardona1@gmail.com</p>

33. Should the allegation be against a Governor, the DSL will immediately inform the Chair of Governors without the Governor being informed first. It will be the Chair of Governor’s responsibility to contact the C-SPA. (See above for contact details).
34. If the allegation is against the Chair of Governors, the DSL will immediately inform C-SPA. (See above for contact details).

35. The Headmistress/DSL or the Chair of Governors will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to C-SPA immediately.
36. Borderline cases will be discussed with C-SPA without identifying individuals in the first instance and following discussions C-SPA will judge whether or not an allegation or concern meet the relevant threshold. The C-SPA and the Headmistress/DSL (or the Chair of Governors) will decide in the circumstances what further steps should be taken. This could involve informing parents and call the police.
37. If staff members are unsure they should always speak to the DSL or a DDSL if the DSL is not available. In exceptional circumstances such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to C-SPA.
38. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, 'whistleblowing' channels may be open to them:
- General guidance can be found at Public Concern at Work (www.pcaw.org.uk)
 - 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 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and via email: help@nspcc.org.uk.
 - Further information can be found at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>
39. If the allegation concerns a member of staff, a volunteer or another pupil, he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by C-SPA is known. Advice will always be sought from C-SPA first, however. The School will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case where an investigation is carried out.
40. The outcome of investigation of an allegation will record whether it is:
- **Substantiated** : there is sufficient evidence to prove the allegation
 - **Malicious** : there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
 - **False** : there is sufficient evidence to disprove the allegation
 - **Unsubstantiated** : there is insufficient evidence either to prove or disprove the allegation meaning that use of the term does not imply innocence or guilt
 - **Unfounded** : to reflect cases where there is no evidence or proper basis which supports the allegation being made
41. If it is established that the allegation is malicious or false, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written

record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. For further information on how long this type of information is retained, please refer to P31 Data Retention Policy.

42. If C-SPA or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate, although all options to avoid suspension will be considered first. The reasons and justification for suspension will be recorded, along with all alternatives considered and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the Disciplinary Procedure.
43. In the case of peer-on-peer abuse which the School has reported to C-SPA and which C-SPA or the statutory child protection authority decides to investigate further, the matter will be dealt with under the P16 - Behaviour, Rewards, Sanctions and Use of Reasonable Force Policy and potentially the P02 - Exclusion Policy, after discussion with the LADO.
44. During the course of the investigation the School, in consultation with C-SPA, will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education relating to reporting restrictions identifying teachers who are the subject of allegations from pupils. Parents should be reminded that they are also bound by these provisions and must not "publicise" details of any allegation. Further guidance can be found in the Major Incident Policy (P35) and in Part 4 of KCSIE.
45. Any pupils who are involved will receive appropriate care. Where there is a safeguarding concern, we will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. We will operate with the best interests of the child at heart and take action to enable all children to have the best outcomes.
46. The School's records on child protection are kept securely in the DSL/Headmistress's office and are separated from pupil records. Access is restricted to the DSL/Headmistress and to the DDSL.

External Reporting

47. We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of C-SPA, schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, where:
 - the harm test is satisfied in respect of that individual;
 - the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and

- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed if they had not left.
48. The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended.
49. Rydes Hill Preparatory School will make such a referral as soon as possible after the suspension, or resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes suspension, dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.
50. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School will consider making a referral to the Teaching Regulation Agency (TRA) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.
51. Where the School ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not resigned, it will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if he/she finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.
52. The School will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DoF/TRA publish information about an investigation or decision in a disciplinary case.
53. From October 2015, section 5B of the Female Genital Mutilation Act 2003 placed a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's designated safeguarding lead and involve children's social care as appropriate. (See also Paragraphs 83 - 86)
54. All members of SLT, teachers and the Nursery Manager, undertake FGM training every three years and receive relevant updates via email, face to face training or newsletters as relevant to their role.

Parents

55. In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL/Headmistress who will decide on the appropriate response. In a very few cases, it may not be right to inform parents of our concerns immediately as that action could prejudice any investigation or place the child at further risk. In such cases, advice will be sought from C-SPA.

Preventing Child Abuse

56. Rydes Hill Preparatory School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. Our pupil to staff ratios help to identify early signs of child abuse including peer-on-peer abuse. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the School's care. Staff members are alerted to particular potential vulnerabilities of **looked after children** and those with Special Educational Needs and Disabilities. (SEND) All staff are encouraged to ensure that they listen to children carefully and consider that challenging behaviour may be a "cry for help".

57. Staff should be aware of the opportunity to identify children who may benefit from early help and may be in need of safeguarding support. Staff should consider the wider environmental factors present in a child's life that are a threat to their safety and/or welfare. This is known as "contextual safeguarding". These children may include those who:

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

Safer Employment Practices

58. Rydes Hill Preparatory School follows the Government's recommendations for safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations.
59. In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' September 2020 (KCSIE 2020), the governing body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, take proportionate decisions on whether to ask for any checks beyond what is required, and ensuring volunteers are appropriately supervised.
60. The school works with external agencies where appropriate including inter-agency working on the part of the DSL and attendance at strategy meetings.
61. As part of carrying out safer recruitment procedures under KCSIE, members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are subject to the necessary statutory child protection checks before starting work. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service. A risk assessment is carried out on the use of staff who start work before their DBS check is completed. These staff are closely supervised and are not allowed to be alone with children.
62. Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State or subject to any sanction or restriction imposed by a professional regulating authority in the European Economic Area (EEA). Additional overseas checks are made for those who have lived or are living outside of the UK in accordance with ISI Regulatory Requirements. Those undertaking management posts will be subject to prohibition from management of independent schools checks.
63. All governors, volunteers and contractors working regularly during term-time (such as contract catering staff) are also subject to the statutory DBS checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils at School.
64. Should the school develop concerns about an existing staff member's suitability to work with children, it will carry out all relevant checks as if the individual were a new member of staff.
65. All staff in our School are required to notify the School immediately if there are any reasons why they should not be working with children.

66. The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.
67. The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the Headmistress or Bursar immediately. This includes notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.
68. Staff who are disqualified from childcare or registration, may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Bursar for more details.
69. Further information may be read in the School's Safer Recruitment Policy (P45).

Promoting Awareness - Pupils

70. The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all of our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all the teaching and non-teaching staff to lead by example and play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff have an important role in insisting that pupils always adhere to the standards of behaviour set out in our P16 – Behaviour, Rewards, Sanctions and Use of Reasonable Force Policy and in enforcing our P01 - Anti-bullying Policy.
71. Time is allocated in PSHCE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. We also teach the children as part of both their Computing and PSHCE classes of the potential dangers associated with the use of the internet, how to avoid these dangers and how to report any concerns or worries they have. The use of the internet in school is fully monitored by staff. In addition, we periodically offer open learning sessions to parents to support families in ensuring that use of computers at home by the children is appropriate.
72. In order to further safeguard children from potentially harmful and inappropriate online material we have employed a specialist IT contractor who supports us in ensuring that we have applied appropriate filters across our IT network so this type of content is blocked. For example, we use the latest "Sophos" firewall protection. The School also receives direct alerts where certain 'trigger' words are entered into school based electronic systems.

73. We recognise that our older pupils may have access to mobile telephones and therefore to texting and sexting. Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages. Sexting may also be called; trading nudes, dirties and pic for pic.
74. We do not allow pupils to bring mobile telephones to school, off-site activities such as sports events or on educational visits. We educate our children through regular PSHCE lessons and ICT lessons of the damage and distress that inappropriate use of this technology can cause and we discuss how messages can be misunderstood. What can seem like harmless banter to one person can be extremely upsetting for another. We hold workshops for children from Middle Preparatory through to Form One from an external provider to help reinforce and supplement this learning.
75. All pupils know there are adults to whom they can turn if they are worried. If the School has concerns about a child there is always a recognised requirement for sensitive communication. Our support to pupils includes the following :-
- All pupils have access to a telephone helpline enabling them to call for support in private.
 - Every Preparatory Department child is given a hand-out which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.
 - Every child or any member of staff has access to a “Feelings” box in their classroom and in the main corridor to raise any concerns.
 - We provide regular lessons to pupils on online safety and ensure that all pupils understand and adhere to the School’s guidelines in this area. This includes guidance on educating pupils to stay safe including e-online safety and protection. (For more details on cyber-bullying, please refer to the schools Anti-bullying Policy (P01)

Promoting Awareness - Staff

76. The school has designated a specific governor, Mr Stuart McPherson, who is responsible for safeguarding issues. This academic year he is being shadowed by Mrs Lizzie Edwards. The role of the designated governor is to liaise with the local authority on issues of child protection or in case of allegations against the Headmistress or a member of the Governing Body. The governors carry out an annual review of the School’s Safeguarding Policy P04 (this policy) and procedures with day-to-day issues being delegated to the Headmistress/DSL. The governing body is responsible for:
- Reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
 - Ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay;

- Approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.
77. Every new member of staff, including part-timers, temporary, visiting and contract staff working in the School, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL (Headmistress) and, if required, to the main points of local procedures in Surrey, or, in certain circumstances, the police. Child protection training is also given to new governors and volunteers. The Headmistress and all staff attend regular refresher training in line with advice from Surrey Safeguarding Children Board with the designated persons receiving training every two years. Training in child protection and safeguarding is an important part of the induction process. (More detail is set out in our Induction Policy (P08)).
78. Training includes a review of the School's Safeguarding Policy (P04), Staff Code of Conduct (P07), awareness training to equip staff to identify children at risk of being drawn into terrorism (Prevent Duty), review of the Taking, Storing and Using Images of Pupils and Staff Policy (P09), the identity of the DSL and a copy of Part 1 of KCSIE. Training also promotes awareness of child sexual exploitation, forced marriage and female genital mutilation. Staff are made aware of the symptoms, indicators of such practices and are reminded of their obligation to take action without delay if such a practice is suspected.
79. DSL, DDSLs, SLT and all teachers also complete Online Safety Training which is updated at least every two years. These staff are also provided with updates via email, newsletters, or face to face, as relevant to their role.
80. All new staff must read and sign to confirm they have read Part 1 of KCSIE and the relevant School policies listed in our Induction Policy (P08).
81. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
82. Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.
83. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
84. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
85. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our child protection policy and procedure and speaking to the designated safeguarding lead or a deputy.

Child Abuse & Neglect

86. All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
87. The NSPCC's website provides staff with guidance in identifying signs of abuse. (www.nspcc.org.uk/signsofabuse) A more detailed list is attached as Appendix A to this Policy and should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse.
88. Additional information on specific forms of abuse can be found in Appendix B.
89. If you are concerned about the welfare of a child you should complete the "Concern Form" which can be found in Appendix E. This is not to be used in the event of a disclosure but is to enable staff to record concerns and for these to be discussed with the DSL. It may be that a single concern raised does not require any action on its own merit but that a number of concerns raised about a specific child/family may give rise to the need for action. It is important that staff use these forms for each case of concern so that a pattern can be established. This may prove vital evidence if further action is required. It is essential that these forms are signed and dated with the time shown. If staff notice physical marks on a child, this should also be noted on the Body Map which can be found in Appendix F. This should then be attached to the relevant Concern Form.
90. Staff should never allow a fear of sharing information stand in the way of the need to promote the welfare and protect the safety of children. All safeguarding records are kept in accordance with the School's Privacy Notices (P53 & P54) which are in accordance with GDPR and the Data Protection Act 2018.

Radicalisation, Extremism and Terrorism (The Prevent Duty)

91. The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.
92. Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
93. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
94. We recognise that the School plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supportive friends

and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role that School plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views or who may be exploited by others. Staff will be alert to signs of vulnerability and/or susceptibilities to any extremist indoctrination. All of our teaching staff and Heads of Nursery undertake Prevent training. This is updated at least every 3 years.

95. The School has assigned the role of Prevent Officer to the Headmistress.
96. Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation.
97. Staff will consider the level of risk to identify the most appropriate referral, which could include reference to **Channel** or C-SPA.
98. It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the Governing Body ensures that appropriate filters and appropriate monitoring systems are in place. Additional information on the Prevent Duty can be found in Appendix B.

Children missing from education

99. The school will monitor all pupil absences from School and promptly address concerns about irregular attendance or unexplained absence with the parent/carer. For further details, please see the Missing Child Policy and Procedures for when a child is not collected on time. (P14)

Female Genital Mutilation (“FGM”)

100. From October 2015, all teachers (along with regulated health and social care professionals in England and Wales) have a statutory duty to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the DSL and involve children’s social care as appropriate. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils.
101. For the purposes of the mandatory reporting duty, a teacher is someone who undertakes work as follows (including through distance learning or computer aided techniques);
 - Planning and preparing lessons and courses for pupils;
 - Delivering lessons to pupils;
 - Assessing the development, progress and attainment of pupils; and
 - Reporting on the development, progress and attainment of pupils.

102. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction. The mandatory reporting duty will not therefore apply to supervised teaching assistants.
103. Teachers **must** personally report to the Police, cases where they discover that an act of FGM appears to have been carried out unless they have good reason to believe that another teacher has already reported the case. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. Further information on FGM can be found in Appendix B.

Peer on Peer / Child on child abuse

104. All staff should be aware that children can abuse other children. This is often referred to as peer on peer / child on child abuse and can take many forms. This can include (but is not limited to):
- bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence, such as rape, assault by penetration and sexual assault;
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
 - upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
 - sexting (also known as youth produced sexual imagery); and
 - initiation/hazing type violence and rituals.
105. Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
106. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. 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. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.
107. Staff should be aware of the importance of:
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing them or tolerating such behaviours risks normalising them.

108. If staff become aware, or suspect, that peer on peer / child on child abuse is taking place, swift action must be taken. Staff should firstly ensure the immediate safety of the pupils and then complete a Concern Form and report their concerns or the incident to the DSL or DDSL. A written record of the incident or concern will be kept and the incident will be dealt with in accordance with the School’s P16 Behaviour, Rewards, Sanctions and the Use of Reasonable Force Policy and, where necessary, P02 Exclusion Policy. All pupils, whatever their role or suspected role has been, must be provided with appropriate pastoral support. Any pupil reporting abuse must be reassured that they are being taken seriously and will be supported and kept safe. They must never be given the impression that they are causing a problem or creating extra work, nor should they be made to feel ashamed for reporting abuse. Further information can be found in KCSIE 2020 Part 5.

Appendices

Appendix A – Signs of Abuse

Appendix B – Contextual Safeguarding

Appendix C – Safeguarding Policy References

Appendix D – Key Contacts

Appendix E – Concern Form

Appendix F – Body Map

Appendix G – COVID-19 information

Appendix A – Signs of Abuse

This sheet describes signs of abuse in the context of stages of child development. It aims to help staff working with children to distinguish between normal child behaviour and those injuries and behaviours which might indicate abuse. If staff are unsure, they should **always** speak to the DSL or DDSLs.

What is child abuse?

Abuse is a form of maltreatment to a child. Somebody may abuse or neglect a child by inflicting harm or by failing 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.

There are four broad categories of child abuse:

Physical abuse
Sexual abuse
Neglect
Emotional abuse.

Child abuse definitions

Physical abuse : a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates, or deliberately induces, illness in a child.

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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect : the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is

born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse : is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the children the 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

General signs of abuse

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

- Regularly experiencing nightmares or sleeping problems.
- Changes in personality.
- Regular or frequent outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Self-harming (includes head banging, scratching, cutting).
- Not receiving adequate medical attention after injuries.
- Showing violence to animals, toys, peers or adults.
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- Lacking in confidence or often wary/anxious.
- Regressing to the behaviour of younger children.
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups.

Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

Infancy to preschool (0-3 years)

- Doesn't cry or respond to parent's presence or absence from an early age (usually because they
- have learnt that their parent will not respond to their distress, this is known as a lack of
- attachment).
- Late in reaching developmental milestones such as learning to speak, with no medical reason.
- Acting out excessive violence with other children.
- Significantly underweight but eats well when given food.
- Talks of being left home alone or with strangers.

Middle childhood (3 – 10 years)

- Talks of being left home alone or with strangers.
- Lacks social skills and has few if any friends.
- Shows lack of attachment to a parent.
- Becomes secretive and reluctant to share information.
- Acting out excessive violence with other children.

School age (5 to 16 years)

- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or frequently late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for PE etc.
- Wets or soils the bed.
- Acting out excessive violence with other children.

Adolescents (13 - 16 years)

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.

- Is reluctant to get changed for PE etc.

Physical abuse

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation. Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

Bruising

- Bruises on the cheeks, ears, palms, arms and feet.
- Bruises on the back, buttocks, tummy, hips and backs of legs.
- Multiple bruises in clusters, usually on the upper arms or outer thighs.
- Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc.
- Large oval shaped bite marks.

Burns or scalds

- Any burns which have a clear shape of an object, e.g. cigarette burns.
- Burns to the backs of hands, feet, legs, genitals, or buttocks.

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

Parents are asked to complete a "Pre-existing injury form" where a pupil arrives in school with an injury. These are examined by teachers to ensure they are consistent with the injury displayed by the pupil and any comments made by the parents and the child. Where any pattern emerges (either of non-completion of forms, type of injury, lack of reasonable explanation) or where any member of staff feels uncomfortable about a child's injuries, they must raise this on a concern form and speak with the DSL or DDSL.

There are other signs and indicators of abuse that are age specific.

Infancy to pre-school (0-3 years)

- Unexplained head injuries to a baby.
- Bruises on babies who are not yet crawling or walking.
- Acting out excessive violence either with toys or peers.

Sexual abuse

- It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

'Normal' sexual behaviour in children

Infancy to pre-school (0-3 years)

- Kisses and hugs others
- Is curious about and looks at other's private body parts; has limited understanding of privacy needs.
- Talks about private body parts.
- Uses words such as 'poo', 'bum' and 'willy' freely.
- Plays 'house' or 'doctor' games.
- Shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

Middle childhood (3 – 10 years)

- Kisses and hugs others.
- Displays an interest in others' private body parts but is aware of the need for privacy.
- Talks about and occasionally shows private body parts to others.
- Uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.
- Sometimes uses swear words and/or 'sex' words copied from others.
- Plays 'house' or 'doctor' games.
- Sometimes touches or rubs own genitals, or masturbates as a comfort habit.

Pre-adolescent children (10 - 12 years)

- Kisses, hugs, and may 'date' others
- Is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy
- May ask questions about relationships and sexual behaviour.
- May look at sexual pictures including internet images.
- Masturbates in private.

Adolescents (13 - 16 years)

- Kisses, hugs, dates others, may have longer term relationships.
- Is interested in and asks questions about body parts, relationships and sexual behaviour. Is aware of the need for privacy.
- Uses sexual language and talks about sexual acts with peers.
- May look at sexual pictures including internet images.
- Masturbates in private.
- Experiments sexually with adolescents of similar age.

The following are age-specific signs and indicators of sexual abuse:**Infancy to pre-school (0-3 years)**

Talking about sexual acts or using sexually explicit language.
 Having sexual contact with other children.
 Using toys or other objects in a sexual way.
 Becoming withdrawn or very clingy.
 Physical signs such as anal or vaginal soreness or an unusual discharge.

Middle childhood (3 – 10 years)

Masturbating in public.
 Showing adult-like sexual behaviour or knowledge.
 Using toys or other objects in a sexual way.
 Becoming withdrawn or very clingy.
 Physical signs such as anal or vaginal soreness or an unusual discharge.

Pre-Adolescents and Adolescents (11 - 16 years)

Masturbating in public.
 Having sexual contact with younger children or older adults.
 Pregnancy when the child does not have a boyfriend.
 Sexually transmitted diseases.

Neglect

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect.

General signs of neglect for children of all age groups:

- medical needs are not being met;
- not being registered with a G.P.;
- not being taken to the dentist despite having obvious dental problems;
- failing to ensure that the school has a child's medication, e.g. asthma inhalers
- not taking the child to see a doctor when they are ill or have been injured.

Other signs and indicators of neglect that are age-specific.**Infancy to pre-school (0-3 years)**

- Frequent and untreated nappy rash.
- Child has numerous accidental injuries and the explanations given suggest a lack of supervision.
- Immunisations are not up to date.
- Child is significantly underweight but eats well when observed.

Middle childhood (3 – 10 years)

- Child has poor school attendance and punctuality and is often picked up late at the end of the day.
- A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).
- Parents are unsupportive and uninterested in the child's education or behaviour.
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.

Adolescents (11 - 16 years)

- A child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.
- Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

Emotional abuse

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse for children of all age groups:

- inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

Infancy to pre-school (0-3 years)

- Over-affectionate towards strangers or people they haven't known for very long.

- Lacks confidence and is often wary or anxious.
- Displays lack of attachment to parent, e.g. when being taken to or collected from nursery etc.
- Is frequently aggressive or nasty towards other children and animals.

Middle childhood (3 – 10 years)

- Frequently soils the bed.
- Language and behaviour are not socially appropriate.
- Struggles to control strong emotions.
- Shows lack of attachment to a parent.
- Lacks social skills and has few if any friends.
- Self-harms, e.g. scratching, head banging.

Appendix B – Contextual Safeguarding

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage. Further detailed information on specific safeguarding issues is contained below.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, 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 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 or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- 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; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, the 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.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions ;
- Children who associate with other young people involved in exploitation ;
- Children who have older boyfriends or girlfriends ;
- Children who suffer from sexually transmitted infections or become pregnant ;
- Children who suffer from changes in emotional well-being ;

- Children who misuse drugs and alcohol ;
- Children who go missing for periods of time or regularly come home late ; and
- Children who regularly miss school or education or do not take part in education.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence

Preventing Radicalisation

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have 'due regard' to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Online Safety

Use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

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

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

The School ensures that as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL or DDSL.

Female Genital Mutilation

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. For information on warning signs that FGM may be about to take place, or may have already taken place, please refer to the Multi-Agency Practice Guidelines which can be found in the Policy drive on the school intranet in the Safeguarding file which can be found in students Welfare, Health and Safety

folder. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's designated safeguarding lead (or deputy) and involve children's social care as appropriate.

Forced marriage

Forcing a child into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 focusing on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information: Contact 020 7008 0151 or email fm@fco.gov.uk

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts for new possessions could also indicate that children

have been approached by, or are involved with, individuals associated with criminal networks or gangs. Further advice for schools is provided in:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Specific safeguarding issues

Expert and professional organizations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- bullying including cyberbullying
- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

Appendix C – Safeguarding Policy References

Safeguarding is a Legal Requirement and an ISI Reporting Standard

References:

- A. ISI Handbook for the Inspection of Schools, The Regulatory Requirements September 2018
- B. 'The Early Years Foundation Stage: Statutory Framework March 2017':
https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- C. 'Keeping children safe in education' DfE guidance September 2020:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- D 'Working Together to Safeguard Children', DfE guidance dated August 2018:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- E. The definition and signs of child abuse (<http://www.nspcc.org.uk/signsofabuse>)

RELATED SCHOOL POLICIES

- P01: Anti-Bullying Policy
- P03: Pupil's use of Computing, Mobile Phones and Other Electronic Devices Policy
- P07: Staff Code of Conduct Policy
- P08: Induction Policy
- P09: Taking, Storing and Using Images of Pupils & Staff Policy
- P12: Educational Visits Policy
- P14: Missing Child Policy and Procedures for when a child is not collected on time
- P16 : Behaviour, Rewards, Sanctions and Use of Reasonable Force Policy
- P31 : First Aid Policy
- P32 : Pupil Supervision Policy
- P38: Health and Safety Policy
- P45: Safer Recruitment Policy

- P48: Social Media Policy
- P50: Online Safety Policy
- P52: iPad & Laptop Acceptable Use Policy for Staff

Appendix D – Key Contacts

1. School Contacts :-

Designated Safeguarding Lead:	Mrs Sarah Norville, Headmistress
Deputy DSL:	Mrs Vanessa Wood, Deputy Head Pastoral
Deputy DSL EYFS:	Mrs Anna White
Prevent Officer:	Mrs Sarah Norville, Headmistress
Online Safety Officer: Pastoral	Mrs Vanessa Wood, Deputy Head
Safeguarding Governor:	Mr Stuart McPherson
Contact address for all of above:	Rydes Hill Preparatory School Rydes Hill House Aldershot Road Guildford Surrey GU2 8BP
Telephone School Office :	01483 563160

2. The School's points of contact for children who are in need of help are as follows:

SW referral Hub - 0300 123 1640 or swrais@surreycc.gov.uk
 Surrey County Council Referral Service – 0345 600 9009
 Surrey Children's Social Care Service – 0300 200 1006 (Monday to Friday, 9am – 5pm)
 Out of hours emergency duty team – 01483 517 898

C-SPA – 0300 470 9100

LOCAL SAFEGUARDING PARTNER

Surrey Safeguarding Children Board Support Team - 01372 833330

SURREY COUNTY COUNCIL'S CHILDREN'S SERVICE

If you think a child or young person under the age of 18, who lives in Surrey, is being abused or neglected, you should report your concerns to Surrey County Council's Children's Service by telephoning the Surrey Referral, Assessment and Intervention Service (RAIS) teams on: 0300 200 1006. Monday to Friday from 9a to 5pm. Out of these hours call the Emergency Duty Team on 01483 517898.

CONTACT CENTRE CHILDREN'S TEAM DUTY SOCIAL WORKER

The DSL may call the Contact Centre Children's Team Duty Social Worker to consult prior to making a referral on: 0345 600 9009

SURREY POLICE

Or, in an emergency, contact Surrey Police. Children living outside Surrey should be reported to their own social care service, but the number for Surrey will assist with redirection.

3. LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The LADO Service manages allegations against individuals who work or volunteer with children in Surrey. If you have a concern regarding someone who works with children please contact the LADO on 0300 123 1650 or LADO@surreycc.gov.uk.

4. EXTREMISM:

The local police force, 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors : 020 7340 7264 and counter.etremism@education.gsi.gov.uk

5. FGM:

Call Surrey Police: Non Emergency Number 101

6. OFSTED Safeguarding Children

0845 640 4046 (Monday to Friday from 8am to 6pm)
Whistleblowing@ofsted.gov.uk

7. For Children

Childline Tel: 0800 1111

Other useful contacts

- **Surrey website for child protection:**

<http://www.surreycc.gov.uk/social-care-and-health/childrens-social-care/information-for-child-social-care-professionals/surrey-safeguarding-children-board>

- **Surrey Family & Mediation Services**

[Tel: 01372 224730](tel:01372224730)

- **Disclosure and Barring Service Referrals**

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795 or email: customerservices@db.s.gsi.gov.uk

- **National College for Teaching and Leadership**

General Enquiries Tel: 0370 000 2288

- **Ofsted** Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 0300 123 4234
- Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

- **NSPCC Child Protection Helpline:** 0808 800 5000
- **Childline:** Tel: 0800 1111 www.childline.org.uk

Appendix E – Concern Form

(Note these forms omit headers and footers to reduce their size – master version of this document can be found as a separate file in the shared folder.)

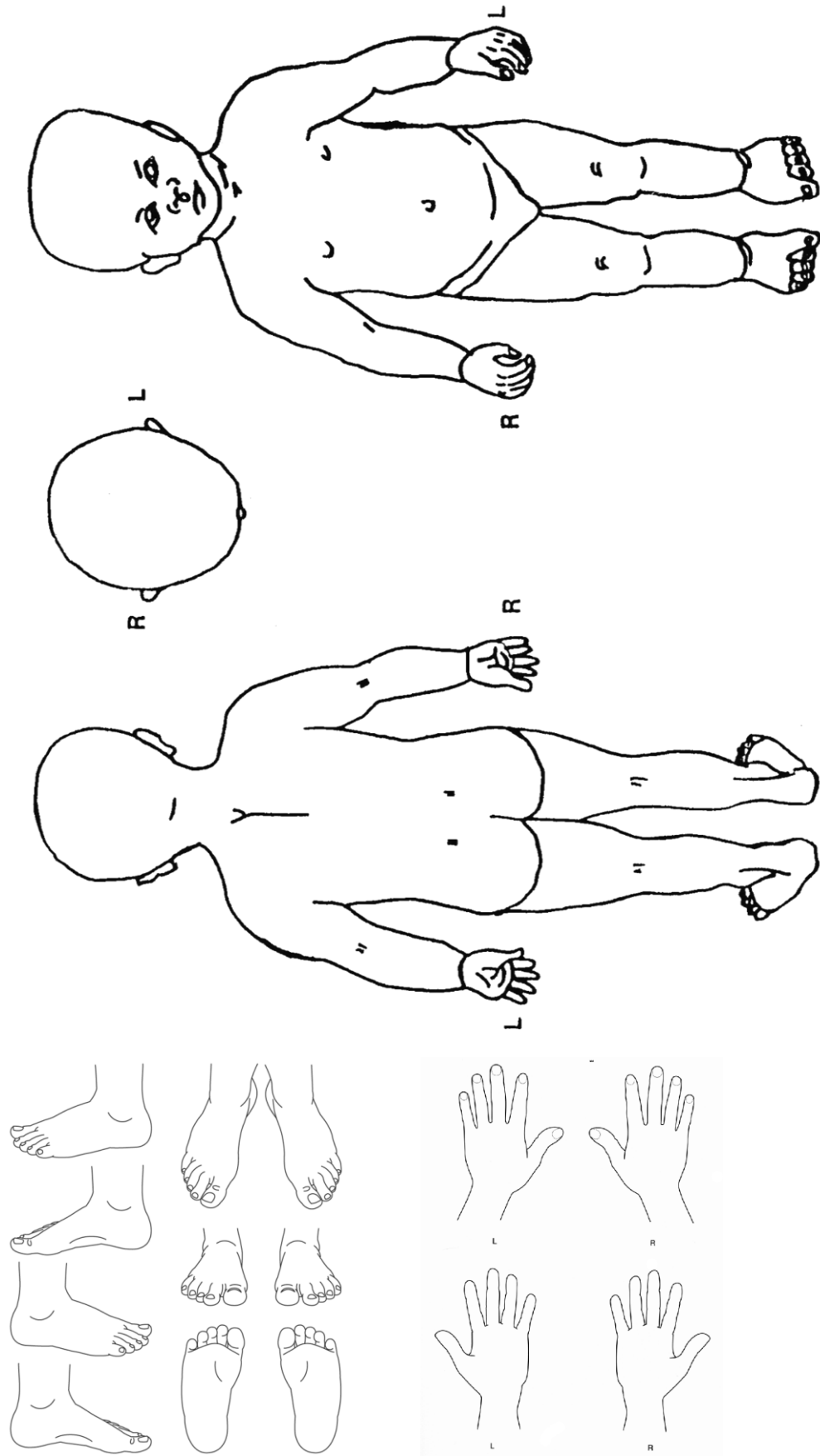
Part 1 (for use by staff members)

Child's Name		Date of Birth:	
Date and Time of Incident:		Date and Time form completed:	
Staff Name & Role: (Print)		Signature:	
<p>Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses? What is the pupil's account/view? Any other relevant information (distinguish between fact and opinion). Previous concerns etc.</p>			
<p>Note actions, including names of anyone to whom your information was passed and when.</p>			
<p>Check to make sure your report is clear to someone else reading it. Handwriting must be legible.</p> <p>Please pass this form to your Designated Safeguarding Lead without delay.</p>			

Part 2 (for use by Designated Safeguarding Lead/s)

<p>Time and date information received, and from whom.</p>	
<p>Any advice sought – if required (date, time, name, role, organisation and details of advice given).</p>	
<p><u>Action taken</u> (referral to Children’s Social Care/monitoring advice given to appropriate staff/CASA etc) with reasons.</p> <p>Note time, date, names, who information was shared with and when & purpose etc.</p>	
<p><u>Parent’s informed?</u> Yes/No. If NO, give reasons.</p>	
<p><u>Outcome</u> Record names of individuals/agencies who have given information regarding outcome of any referral (if made). Has child or staff member raising concern been informed of outcome?</p>	
<p>Where can additional information about child/incident or follow up actions be found.</p>	
<p>Signature & Date</p>	
<p>Printed Name</p>	

Appendix F – Body Map



Appendix G – COVID 19

Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the school's Safeguarding Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This appendix sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies.

The current school position and local advice

The School is currently in operation as usual from 8am-5pm, Monday to Friday.

Reporting arrangements

The school arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead is: **Sarah Norville, 01483 563 160, sarah.norville@rydeshill.com**

The Deputy DSL is: **Vanessa Wood, 01483 563 160, vanessa.wood@rydeshill.com**

The Early Years DSL is: **Anna White, 01483 563 160, anna.white@rydeshill.com**

The school's approach ensures the DSL or a deputy is always on site while the school is open. In the unusual circumstance this is not possible the DSL or Deputy DSL will be contactable and the Headteacher or a member of the Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:

Call 0300 470 9100 or 01483 517898 (Emergency Duty Team) or email CSPA@surreycc.gov.uk

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure, available here: <https://surreyscb.procedures.org.uk/sktp/complaints-and-disagreements/inter-agency-escalation-policy-and-procedure>

Identifying vulnerability

We have undertaken a scoping exercise to identify the most vulnerable children. We already are aware of children who fall into the vulnerable category as well as those that we are monitoring. The class teachers and SLT are making sure that regular communication takes place with all families in the School, with those classed as 'vulnerable' being a priority.

We have put in place specific arrangements in respect of the following groups:

- Looked After Children – None in the School
- Previously Looked After Children – None in the School
- Children subject to a child protection plan – One in the School. Regular communication with the social worker is in place. Core group meetings are attended.
- Children who have, or have previously had, a social worker – One in the School. Regular communication is in place.
- Children with an EHCP – None in the School
- Children on the edge of social care involvement or pending allocation of a social worker – None in the School
- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required.

Each of these children has an individual plan which has been shared with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Looked After and previously Looked After Children.

Holiday arrangements

The School remains open during the holiday periods.

Attendance

The school is following the [attendance guidance issued by government](#). Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent (Skype, FaceTime, through a relative etc) but if necessary arrange a home visit by the school or another appropriate agency. A risk assessment will be undertaken to consider how to manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the school to ensure children and young people are safe.

The school will also follow the attendance procedure if contact proves impossible with children at home. If the School is concerned they will contact C-SPA.

Staff will be aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, [poverty](#), and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both [children](#) and their [parents and carers](#), informing the DSL about any concerns.

Peer on peer / child on child abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the [signs of peer-on-peer abuse](#), including those between young people who are not currently attending

our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners.

We also address the issue of peer on peer / child on child abuse in our remote learning curriculum. Our procedures for remote learning outline the rules on how children may make contact with one another and what should be done if they feel unsafe.

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of [cyberbullying](#) and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure [appropriate filters and monitors are in place](#)
- Our governing body will [review arrangements](#) to ensure they remain appropriate
- The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families. We have procedures in place specifically regarding remote teaching and these have been shared with all staff
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#).
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the methods children will be asked to access (e.g. zoom) and set out who from the school their child is going to be interacting with online. Parents have been offered the following links:
 - [Internet matters](#) - for support for parents and carers to keep their children safe online
 - [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
 - [Net-aware](#) - for support for parents and careers from the NSPCC
 - [Parent info](#) - for support for parents and carers to keep their children safe online
 - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
 - [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged **0300 123 1650**

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2020 using the address Misconduct.Teacher@education.gov.uk.

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a [written risk assessment](#) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with [DBS guidance](#).
- When undertaking ID checks on documents for the DBS it is reasonable to [initially check these documents online](#) through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment

around the DBS. A record will be kept by the Duty SLT member of who is working in the school each day.

New children at the school

Where children join our school from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely **before** the child begins at our school and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.