



ABERCORN SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

This Policy also applies to the EYFS

Updated	Review Date	Version
September 2023	September 2024	2023.06

Signed: Mr John Clarke (Chair of Board)

ABERCORN SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

These documents are written with regard to the key statutory and non-statutory guidance:

- *Keeping Children Safe in Education (September 2023) [KCSIE]*
- *Working Together to Safeguard Children (July 2018, updated December 2020)*
- *Sexual Violence and Sexual Harassment between children in schools and colleges (September 2021)*
- *Disqualification under the Childcare Act 2006 (June 2016), as updated 2018*
- *Safer Working Practice for those working with Children and Young People 2015*
- *Prevent Duty Guidance: for England and Wales (July 2015) (Prevent)*
- *The Prevent duty: Departmental advice for schools and childminders (June 2015)*
- *The use of social media for on-line radicalisation (July 2015)*
- *What to do if you are worried a child is being abused 2015*
- *Multi-agency statutory guidance on female genital mutilation (April 2016, updated October 2018)*
- *The Children Act 1998/2004*
- *The Education Act 2002*
- *Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020)*
- *Safeguarding and remote education during coronavirus (COVID-19) (2021)*
- *Actions for early years and childcare providers during the coronavirus outbreak (2021)*
- *Ofsted's Review of sexual abuse in schools and colleges (2021)*
- *Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings (2022)*
- *Meeting digital and technology standards in schools and colleges (2023)*

This policy should be read in conjuncture with other relevant School policies, including the Anti-Bullying Policy, Online Safety Policy and Staff Code of Conduct (in the Staff Handbook).

This Policy is updated annually, but is also updated whenever necessary due to additional guidance being made available or in the context of school or local safeguarding matters.

Safeguarding Team:

All members of staff can be contacted at School on 020 7286 4785

Phone numbers are included here, but deleted on the version available to parents.

Headmaster and Designated Safeguarding Lead (DSL): has overall responsibility for safeguarding (including online) throughout the school, responsible, in liaison with the DDSL and DSG, for implementing policies & procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns. This is a post which requires assessment of children.

Name: **Christopher Hammond**

Email: head@abercornschoo.com

Deputy Designated Safeguarding Lead (DDSL) for the Senior School (Years 3 and above): a member of the senior leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies. This is a post which requires assessment of children.

Name: **Laurence Séguier**

Email: l.seguier@abercornschoo.com

Deputy Designated Safeguarding Lead (DDSL) for the Lower School and EYFS: a member of the senior leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies. This is a post which requires assessment of children.

Name: **Rebecca Stewart**

Email: r.stewart@abercornschoo.com

The Safeguarding Team also links in with the:

Designated Safeguarding Governor: ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Name: **Andrea Greystoke**

Email: a.greystoke@abercornschoo.com

Chair of the Board: takes the lead in dealing with allegations of abuse made against the Head and other members of staff when the Head is not available, in liaison with the Local Authority; and on safe recruitment practices and effective implementation of child protection procedures.

Name: **John Clarke**

Email: chair@abercornschoo.com

Staff should note that mobile contact numbers for the above are contained within Appendix 10 and 15.

Westminster Safeguarding

Name: Consultation and Advice about a child in the City of Westminster

Tel no: 020 7641 4000

Email: AccesstoChildrensServices@westminster.gov.uk

Westminster Out of Hours contact

Tel no: 020 7641 6000 or 020 76412 388

Local Authority Designated Officer (LADO) for Westminster Council:

Telephone: 020 7641 7668

Email: LADO@westminster.gov.uk

Lead Prevent Officer for Westminster Council:

Kiran Malik

Telephone: 020 7641 5071

Email: kmalik@westminster.gov.uk

Head of the Local Authority Safeguarding Team:

There is currently no named individual who the Head of the Local Authority Safeguarding Team.

To contact a senior member of the Local Authority Safeguarding Team, 020 7641 4000 should be contacted.

Bi-Borough Admissions and Access to Education (Children Missing Education, Child Employment and Elective Home Education enquiries)

Wendy Anthony

Telephone: 020 7745 6440
 Email: wendy.anthony@rbkc.gov.uk

Tri-borough FGM

Rochelle-Ann Naidoo
 Telephone: 020 7641 1610
 Email: rnaidoo@westminster.gov.uk

Local Safeguarding Children Partnership – Kensington and Chelsea Westminster

Telephone: 07739 315388
<https://www.rbkc.gov.uk/lscp/>
 In writing to: LSCP c/o 1st Floor (Purple Zone) Kensington Town Hall, Hornton Street, London W8 7NX

Police:

Emergency telephone: 999
 Non-emergency telephone: 101

Police Child Abuse Investigation Team

020 8733 5070

Department for Education:

Concerns can be reported to Ofsted by mail, phone, email, or online form: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD, 0300 123 1231, enquiries@ofsted.gov.uk,
<https://www.gov.uk/complain-about-school/private-schools>.

Dedicated telephone number and helpline (non-emergency) for staff and governors:
 Email: counter-extremism@education.gsi.gov.uk

Other contacts:

Crime stoppers:	0800 555 111
NSPCC:	0800 800 500
Childline:	0800 111 111
Kidscape Bullying Helpline:	0207 730 3300
Samaritans:	0845 790 9090
CEOP (Child Exploitation and Online Protection Centre):	www.ceop.gov.uk

All School-based staff and members of the Board can be contacted using the following details:

Senior School

Telephone: 020 7723 8700
 Email: senior@abercornschoo.com
 Address: 60 Paddington Street, London, W1U 4JD

Lower School

Telephone: 020 7286 4785
 Email: lower@abercornschoo.com
 Address: 28 Abercorn Place, London NW8 9XP

For advice or to report Female Genital Mutilation [FGM], Child Sexual Exploitation [CSE] or Radicalisation [Prevent Duty], contact the local Police and the School DSL.

This policy and its associated procedures address the Independent Schools' Standards Requirements [ISSRs] Part 3, and are in accordance with locally agreed inter-agency procedures.

The Safeguarding and Child Protection Policy and Procedures apply to the Early Years (including the Wrap-around Care), as well as the rest of the School.

The School safeguards and promotes the welfare of all pupils.

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1. Introduction

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health (both physical and mental) and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

All children, without exception, have the right to protection from abuse regardless of disability, sex, gender reassignment, race, religion or belief, or sexual orientation (Equality Act 2010). The School recognises that these groups (including those who identify as LGBTQ+) may lack trusted adults with whom they can be open, and works to reduce any additional barriers they may face and provide a safe space for them to share any concerns with staff.

The School recognises our duty to children in need of additional support and to children at risk or harm, including the additional vulnerability of pupils with social worker or SEND or certain health conditions. For example, we recognise that children with SEND can be more prone to peer group isolation than other children and provide extra pastoral support for those children, if appropriate.

Safeguarding children is everyone's responsibility, it is better to help children as early as possible, before issues escalate and become more damaging.

The School will always consider the best interests of the child. The School will also ensure wider environmental factors are considered that may be a threat to the safety and welfare of children.

Everyone in the School shares an objective to help keep children and young people safe by:

- *creating and maintaining a safe learning environment, promoting safe practice and eliminating any unsafe practice*
- *creating a culture of safety, equality and protection that enables issues about safeguarding and child welfare to be addressed.*
- *preventing unsuitable people from working with children and young people;*
- *identifying where there are child welfare concerns, including those surrounding mental health, taking action to address these in partnership with other agencies if required, including engaging fully with the three safeguarding partners (the local authority, police, and clinical commissioning groups);*
- *ensuring children have the knowledge and skills to keep themselves safe, including online and when accessing Remote Education (see Annex A);*
- *contributing to effective partnership between all those involved with providing services for children;*
- *developing children's understanding, awareness, and resilience;*
- *developing a culture of listening;*
- *considering the local context of safeguarding and any particular issues that may affect our pupils, such as domestic abuse, and being drawn into extreme political groups online.*

The Safeguarding and Child Protection Policy and Procedures forms part of a set of documents and policies which relate to the safeguarding responsibilities of the School. In particular, there are links with:

- *The Staff Handbook (including "Use of Reasonable Force in Schools", the Whistleblowing Procedure and the Staff Code of Conduct). This can be found in the Teacher Shared area of the School's network.*
- *PSHE Scheme of Work*
- *Sex and Relationship Education Policy [SRE]*
- *Pastoral care policies*

- *Discipline, Behaviour, Rewards and Sanctions Policy*
- *Equal Opportunities Policy (found in the Employment Manual) and procedures (and Anti-Bullying Policy)¹*
- *Special Educational Needs and Disability policy*
- *Recruitment, Selection and Disclosure Policy and Procedures*
- *Health and Safety Policy*
- *E-Safety policy*
- *Safe Use of the Internet and E-Safety Policy*
- *Inclusion and Special Educational Needs Policy*

The policy and procedures apply to all staff, volunteers and visitors. Parents are informed of the policy and procedures through the website and the school prospectus. The policy is available in hard copy on request to the School Office. The Safeguarding and Child Protection Policy and Procedures are reviewed at regular intervals by the DSL and Senior Leadership Team (SLT). The implementation and effectiveness of the Safeguarding and Child Protection Policy and Procedures are reviewed and endorsed annually by the Board of Directors. In addition, any updates are reported to the Safeguarding Governor by the DSL via half-termly meetings and Board reports.

The Board, teaching and support staff and volunteers take all concerns and allegations most seriously and will respond appropriately. This will normally involve immediate, informal, confidential referral to Westminster Safeguarding and in emergencies the Police or, in the case of allegations of abuse against teachers and other staff, the LADO. Anyone can refer a child to children's social care if necessary.

The School is committed to the safe recruitment, including the selection and vetting, of all staff and volunteers. The School takes all possible steps to ensure that unsuitable people are prevented from working with children through its recruitment practices, Disclosure and Barring Service [DBS] checks and induction procedures. This adheres to the 2009, 2012 and 2013 legislation regarding referrals to the DBS (formally the Independent Safeguarding Authority). Safe recruitment practice also includes the requirement (introduced from April 2014 as regard to *KCSIE* and from January 2015 from the DfE) to check that all those employed as teachers from April 2012 are not subject to any prohibition order issued by the Secretary of State. The School also carries out online searches as part of any shortlisting procedure. All staff who have contact with Early Years children and pupils up to the age of eight in, before and after school, and over eight before and after school (although not including clubs) are asked if they are disqualified. All staff are also reminded that their 'relationships and associations' (including online) may have an implication for the safeguarding of pupils, and if they have concerns about this, they school inform the school.

The School does not use corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to solely restrain the pupil. Please refer to the Physical Contact, Restraint and Searching Policy for further details. If a member of staff takes such action a written report is made, as soon as practical, and sent to the Head or Deputy Head (see the Staff Code of Conduct, contained within the Staff Handbook Manual).

If there is a child who has been assessed as vulnerable, or at risk of abuse, the school will draw up an individual plan to support the behaviour of that child, to reduce the possibility of needing to use force.

The Early Years team aims to provide particularly strong care and nurture, recognising the needs and vulnerability of our youngest charges. As a result, we set out to offer appropriate physical contact when this is judged necessary by our professional and experienced staff. Further details are available in the Staff Code of Conduct (contained within the Staff Handbook Manual). This has been written to help ensure that behaviour and actions do not place pupils or staff at risk of harm or of allegations of harm.

Local Safeguarding Board

We follow the procedures set out by the Local Safeguarding Children's Partnership (LSCP), Westminster Social Services and Local Authority Designated Officer. In Westminster these are the Westminster Safeguarding Children Partnership and Westminster Social Services respectively, but we work closely with all three safeguarding partners. We also have regard to the guidance 'Keeping Children Safe in Education (September 2023) [KCSIE] and Working Together to Safeguard Children (July 2018) [WTTSC] from the DfE.

A copy of KCSIE is available from the school office, and can also be downloaded here: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Safeguarding children and young people and promoting their well-being is more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose.

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and for some, a sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The School will endeavour to support all its pupils through:

- *Provision of a curriculum that assists pupils to make good choices about safe and healthy lifestyles and informs them who to approach if their health or safety is threatened.*
- *The School ethos which promotes a positive, supportive, secure environment, gives pupils a sense of being valued, helping them to fulfil their potential, regardless of their background or circumstances.*
- *A safe learning environment where pupils are listened to, feel safe and secure, do not experience bullying, racism, homophobia or other types of discrimination (all of which have the potential to become safeguarding incidents) and where medical needs are met.*
- *The early identification of pupils with additional needs, liaison and intervention with other agencies such as Children's Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.*
- *The School is supportive of early help, listening to children and providing early help, working with Westminster and other services as appropriate.*
- *The School Discipline, Behaviour, Rewards and Sanctions Policy that supports all pupils.*
- *Ensuring that when a pupil who is the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) leaves, their details are transferred to the new school immediately, separately from any other information, and the child's social worker is informed.*
- *The School's pastoral care system ensures pupils' self-awareness of safeguarding and welfare matters is developed at levels appropriate to their maturity, through curricular and extracurricular activities. These include, for example, PSHCE, circle times and form times, where a trusting climate is established and pupils talk and share their thoughts and feelings.*
- *Provision of guidance on the safe use of electronic equipment, including access to the internet, in accordance with the Safe Use of the Internet and Online Safety Policy.*

- *Year 4 to Year 6 pupils sign the Abercorn School Internet and Technology Acceptable Usage Rules at the start of each academic year.*
- *Nursery to Year 3 pupils discuss the same rules in class with their teachers.*
- *Staff sign the Abercorn School Staff Acceptable User Policy when they join the School at the beginning of the academic year, or as part of their induction when they join the School if this is not in September.*
- *Staff take an active role in the filtering and monitoring of the online content children access;*
- *Checking that external providers have appropriate safeguarding and child protection policies in place and ensuring that any providers liaise with the School on these matters as appropriate. Specifically, external providers must have a named DSL, be aware of safeguarding risks and reviewing the performance and suitability of their staff. In addition, providers will be made aware that the School will follow its own Safeguarding Policy if there are allegations against the providers' staff, including referring to the LADO if necessary. All of the above applies regardless of whether the children who attend said activity are pupils of the School;*
- *Encouraging amongst all staff a culture of listening to children and taking account of their wishes and feelings.*
- *Ensuring appropriate processes are in place to allow pupils to report concerns freely, including those relating to child-on-child abuse, knowing these will be taken seriously and dealt with swiftly and appropriately*
- *Developing positive partnerships and nurturing a commitment to an open and honest relationships with mothers, fathers and carers at all stages of a pupils' education.*

For guidance on staff taking photographs and making videos of pupils please see the Code of Conduct for Staff (contained within the Staff Handbook Manual).

2. The Management of Safeguarding

The Designated Safeguarding Lead [DSL] is Christopher Hammond.

The Designated Safeguarding Lead for Early Years Foundation Stage [EYFS] is Rebecca Stewart.

In the absence or the unavailability of the DSL, the Deputy Designated Safeguarding Leads [DDSLs] are Laurence Séguier and Rebecca Stewart.

The Designated Safeguarding Governor [DSG] is Andrea Greystoke.

The Chair of the Board is John Clarke.

3. The Governing Body

The Governing Body at Abercorn School are the Board of Directors. The governing body as a whole has overall responsibility for ensuring that safeguarding policies and procedures meet legal and regulatory requirements and that pupils are suitably safeguarded at all times. The Board monitor the discharge of all statutory responsibilities regularly and robustly. They also receive appropriate training on induction, updates from the Head on a regular basis and have their training also updated on a regular basis. This equips them with the knowledge to provide strategic challenge to test and assure themselves that the Safeguarding policies and procedures are effective and support the delivery of a robust whole-school approach.

The governing body ensures that:

1. *An effective Safeguarding and Child Protection Policy and Procedures document is in place and such arrangements are implemented fully in practice.*
2. *Governors ensure the School follows safe recruitment procedures (see safe recruitment policy) and the single central register of staff is in order, ensuring provision meets statutory requirements and advice.*
3. *School safeguarding policies are up to date, risks assessed at regular intervals and any areas requiring action, including any deficiencies or weaknesses are dealt with immediately.*
4. *The DSL is of suitable 'status and authority' to take responsibility and carry out the role.*
5. *Staff /volunteers attend relevant child protection training that is in line with local authority procedures.*
6. *Allegations are managed swiftly, correctly and safely.*
7. *Any information required by the local authority regarding safeguarding is passed to them swiftly.*
8. *A member of the governing body is nominated to be responsible in the event of an allegation of abuse being made against the Head.*
9. *Safeguarding matters are placed on governors' agendas to ensure they are constantly informed of changes and concerns by the Head, the DSL and the DSG.*
10. *The DSG meets regularly with the DSL, at least once a term. Annually, the Governing Board then discusses and makes queries as to the review of the effectiveness of procedures and their implementation.*
11. *The DSG meets regularly with the DSL and conducts an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This review involves the scrutiny of the training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution the School has made to multi-agency working. Governing body meeting minutes record the form and findings of the review fully.*
12. *Staff follow requirements of the Code of Conduct for Staff (contained within the Staff Handbook).*

4. Safeguarding Training

A record of this training is kept on the front of this policy and relevant certificates stored in the school office.

Training for the designated safeguarding person (DSL) and the DDSLs

The DSL and DDSLs will receive appropriate training, in line with that of the LSCP. DDSLs are trained to the same level as the DSL. They must also Park B of KCSIE (2023), which contains important additional information about specific forms of abuse and safeguarding issues, in addition to what is required of all staff - *Part 1 and 5 of KCSIE (September 2023) and Annex A and Annex C*. Training will meet current statutory requirements, including covering the Prevent duty and local and inter-agency working protocols and takes place at least every two years, in order to:

- *Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.*
- *Understand the assessment process for providing early help and intervention, including how the School assesses cases where a child may need early help and how to contact Westminster social services should the need arise.*
- *Be able to attend and contribute to the above effectively when required.*
- *Know how to contact a range of local agencies and how to work with them in resolving issues.*
- *Be alert to the specific needs of children in need, those with special educational needs and young carers.*

- *Keep up to date with Westminster's approach to Prevent duties.*
- *Be alert to child on child abuse and the possibility of upskirting and the sharing of nudes and semi-nudes (see Appendix 13)*
- *Understand how to maintain detailed, accurate, secure written records of concerns and referrals.*
- *Know how to access a range of resources.*
- *Attend any relevant or refresher training courses.*
- *Keep up-to-date with informal updates, through newsletters, cluster meetings and other forms of communication*
- *Encourage staff to increase their skill in listening to children and taking account of their wishes and feelings.*
- *Ensure that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years, but that all staff are supported with informal supplementary training at least annually.*
- *Ensure that all staff are aware that poor behaviour and bullying can lead to incidents of safeguarding and that the School's safeguarding procedures should be used if this is the case.*
- *Ensure that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils.*
- *Ensure that all staff and volunteers are aware of Westminster's Child Protection Procedures.*
- *Ensure that induction training for all staff, including temporary staff and volunteers includes: The School's Safeguarding and Child Protection Policy and Procedures, Code of Conduct for Staff (contained within the Employment Manual), The identity of the DSL and a copy of Part 1 and 5 of KCSIE (September 2023) and Annex A and Annex C.*

Training for all staff:

- *All staff attend refresher training at least every three years.*
- *All staff training will be in line with advice from the LSCP.*
- *All staff, irrespective of their date of appointment, will be provided with, read and be familiar with Part 1 and Part 5 of KCSIE (September 2023) and Annex A and Annex C. The School will ensure any staff who have difficulties with English will receive assistance to ensure they fully understand the text.*
- *All staff will receive support to understand the Staff Code of Conduct and Whistleblowing Policy (contained within the Employment Manual).*
- *All staff will receive regular training with the timing, content and level of such being in line with advice from the LSCP.*
- *All staff will be updated of changes in safeguarding requirements, as and when they arise, by the DSL.*
- *All staff will receive training on their reasonability related to Prevent.*
- *All staff will receive training on online safety.*
- *All staff will be given details of where full local procedures are available (on staff lanyard cards, in the School Office and on the Westminster Council website).*
- *All staff will be made aware that poor behaviour and bullying can create safeguarding situations and that safeguarding procedures should be followed if this is the case.*
- *All staff will be trained in the assessment process for providing early help and intervention, including how the School assesses cases where a child may need early help, their role in this and how to contact Westminster LSCP should the need arise.*

All new members of staff, including part-timers, temporary, volunteers, visiting and contract staff working in school, receive induction training that includes basic information on:

- Their responsibilities regarding safeguarding children and are given guidance to locate relevant school policies and procedures.
- The School Safeguarding and Child Protection Policy and Procedures, including the Whistleblowing Policy and Code of Conduct for Staff (for those in contact with children) (found in the Employment Manual)
- The name and role/function of the DSL
- Part 1 and 5 of KCSIE (September 2019) and Annex A and Annex C.
- The School's Acceptable Use Policy (AUP)
- The evacuation procedures of the school, including those in case of fire
- The lockdown procedures of the school

In addition, induction training for all new staff who have regular day to day contact with children, including part-time and supply staff, incorporates:

- *How to recognise the signs of abuse and bullying, and the fact that poor behaviour and bullying can develop into safeguarding issues.*
- *The procedures for recording and referring any concerns to the DSL.*
- *Discussion of the Safeguarding and Child Protection Policy and Procedures.*
- *Discussion of the Staff Code of Conduct and Code of Conduct for Staff (found in the Employment Manual).*
- *Information on safeguarding personnel.*
- *Discussion of Part 1 of KCSIE (September 2023) and Annex A and Annex C with a DSL*

(See Appendix 3: *Safeguarding & Promoting the Welfare of Children: Quick reference for New School Staff or Volunteer*).

It is compulsory for new members of staff, governors and volunteers to read electronic (paper versions can be made available) copies of the Safeguarding and Child Protection Policy and Procedures and related policies, and pastoral care policies, Discipline, Behaviour, Rewards and Sanctions Policy, Anti-Bullying Policy and Equal Opportunities Policy, Recruitment, Selection and Disclosure Policy and Procedures, Health and Safety Policy, Safe Use of the Internet and E-safety Policy and Inclusion and Special Educational Needs Policy. Thorough discussion of the procedures set out in these documents form a vital part of our induction procedures.

All staff, including new appointees, sign to indicate they have read the document KCSIE (September 2019), Part 1 and 5, plus Annex A and Annex C.

There is also a library of safeguarding materials, including regulatory documents, available for staff to read on the Teacher Shared area of the School network.

Recent school training:

New staff – have been issued with the safeguarding and related policies, and Parts 1 and 5 of KCSIE (September 2019) and Annex A and Annex C, and new staff have undertaken appropriate safeguarding training as part of their induction. New staff will also be trained in CPOMS upon entering the school.

All staff – have been issued with Parts 1 and 5 of KCSIE (September 2023) and Annex A and Annex C at the start of the academic year and will sign to say they have read and understood it, in the context of our school. Child Protection updates were highlighted to all teaching and teaching assistants at INSET in September 2021, which happens at the beginning of every term. In September 2021, all staff were informed and requested to retake the Child Protection Refresher

2021 course with EduCare. In the Autumn Term 2017 all staff likewise completed the government's online courses on Female Genital Mutilation (FGM) and Prevent Duty. In September 2018, all staff completed the Child Protection in Education on Female Genital Mutilation (FGM) and Peer on Peer (now Child on Child) Abuse courses supplied by EduCare for Education. In January 2021, all staff completed the EduCare mental wellbeing in Children and Young People course. In April 2021, all staff completed the EduCare Peer on Peer (now Child on Child) Abuse course. In March 2022, all staff received training to use CPOMS to report incidents. New staff are asked to complete the above courses. In September 2021, all staff attended Safeguarding and Child Protection training provided by Kensington, Chelsea and Westminster Local Safeguarding Partnership.

Safeguarding Team

The DSL, Christopher Hammond, undertook DSL training with Andrew Hall on 14.01.2021. He completed Safer Recruitment training on 21.04.21.

The DDSL, Laurence Séguier, undertook DSL training with Andrew Hall on 08.09.2021.

The DSL for the EYFS, Rebecca Stewart undertook DSL training with Andrew Hall on 03.01.2021.

Board of Directors – all attended a bespoke Board Safeguarding course in January 2022.

5. Recognition of Abuse

Child abuse can and does occur both within a child's family and in institutional or community settings. School staff are in contact with children all day and are in a strong position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have '*reasonable suspicion*' and under the Children Act 1989, this definition has been extended to include '*or may suffer in future*'.

The School recognises our duty to children in need of additional support and to children at risk or harm, including the additional vulnerability of pupils with SEND or certain health conditions. For example, we recognise that children with SEND can be more prone to peer group isolation than other children and provide extra pastoral support for those children, if appropriate. These children may also face communication barriers when raising concerns. At Abercorn, we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example having a familiar member of staff accompany the child. In addition, all staff should take into consideration any potential safeguarding issues when assessing a child's learning needs.

The School recognises that children may not feel ready or know how to tell someone they are being abused, exploited or neglected and/or may not recognise their experience as harmful. There may also be learning or languages barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children, which will facilitate communication.

All staff need to note that generally, in an abusive relationship the child may begin to:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home.
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups).
- Display insufficient sense of 'boundaries', lack stranger awareness.
- Appear wary of adults and display 'frozen watchfulness'.

What is child abuse and neglect?

Neglect, physical abuse, sexual abuse or emotional abuse can be inflicted or knowingly not prevented, usually by adults (but not always, please see child-on-child abuse below) towards children. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when

the possibility arises that a member of the School is suspected of abuse or inappropriate activity. It should be noted that abuse can take place wholly online and that technology may be used to facilitate offline abuse.

Neglect is where the child's basic needs of food, clothing, hygiene, shelter, emotional, health care or education are not met by the adults who look after the child. It includes children unable to look after themselves; perhaps due to their age and level of development they are left unsupervised to fend for themselves. As a result, the child may be at danger whether in their own home or elsewhere.

Physical abuse can include physical harm caused by hitting, shaking, burning, biting, suffocating or drowning, poisoning or giving a child alcohol or drugs without care and consideration for the child's health. It can also include not acting to prevent injuries, by intentionally putting the child at risk or by not paying reasonable attention to the child's care and safety. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual abuse occurs when a child is exploited through the power, authority or position of another person who uses the child to gain gratification for their own sexual needs. It can involve engaging a child in all forms of sexual activities. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education, and is covered below.

Emotional abuse may involve being told frequently that you are a bad person, worthless, can't do anything right, or not loved. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. In households where domestic violence takes place studies have shown that there can be a detrimental effect on children who can be as upset by observing the violence taking place as being hit themselves. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. *Bullying* is another type of behaviour that could in certain circumstances may be considered as a form of abuse, and therefore a safeguarding matter. Bullying is deliberate, hurtful behaviour, usually repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can be verbal, electronic, written and/or physical. See the School's Anti-Bullying policy.

Child-on-child abuse overview

When dealing with abuse by young people on peers, we follow the key safeguarding documents, *Keeping Children Safe in Education 2023*, *Working Together to Safeguard Children 2018* and *Sexual Violence and Sexual Harassment between children in schools and colleges (September 2021)* even where an alleged instigator is a child. This will entail:

- effective implementation of the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue)
- we recognise that child-on-child abuse can take a number of different forms, including sexual violence and sexual harassment, physical abuse; sharing nudes or semi-nudes sexting (or youth produced sexual imagery), initiation/hazing-type violence and rituals.
- we do not tolerate any form of abuse: we do not believe that "banter" or "teasing" is acceptable or "part of growing up". To minimise the risk of child on child abuse, children are taught that this kind

of behaviour is unacceptable and will not be tolerated in assemblies, PSCHE lessons and wherever appropriate in the curriculum and staff (including lunchtime staff) are on the alert and ready to report any unacceptable verbal comments.

- we recognise there is a gendered nature of child on child abuse (it is more likely that girls will be victims and boys as instigators), but all child on child abuse is unacceptable and will be taken seriously;
- we recognise that 'up skirting' (the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission) is a form of child on child abuse;
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set out by the Westminster Safeguarding Children Partnership, including an assessment of whether there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police
- in the event of disclosures about peer-on-peer abuse, all children involved, whether instigator or victim, are treated as being "at risk".
- following the advice for practitioners in:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- effective information sharing with any agencies (including the three safeguarding partners) or other practitioners involved, including the requirement to transfer a child protection file to a new school. Schools do not need consent to share personal information, provided that there is a lawful basis to process any personal information required. It would also be legitimate to share information if it is not possible to gain consent
- record keeping of related conversations, meetings and communications is key
- implementing any changes that are recommended, following the Government's 2021 review into sexual abuse in schools.

Management of child on child abuse, sexual violence and sexual harassment between children

When dealing with sexual violence or sexual harassment between children, we follow the key DfE's guidance on *Sexual violence and harassment between children in schools and colleges (September 2021)* and Part 5 of *Keeping Children Safe in Education*.

Sexual violence and sexual harassment can be between two children, or a group of children and may develop if poor behaviour and bullying is not tackled early on. Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be instigators of sexual harassment. Children with SEND or certain health conditions are likely to be more vulnerable.

Sexual violence refers to rape, assault by penetration or sexual assault. Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, or displaying photos of a sexual nature; and online activity including sharing of nude or semi-nude images or video (sexting) or making inappropriate sexual comments. The School has a zero tolerance approach to abuse and we will never accept such abuse as "banter," as this can lead to a culture of unacceptable behaviour.

Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent. When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered.

Reports of sexual violence are often complex and require difficult decisions to be made. We recognise that if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. Decisions are made on a case-by-case basis, with the DSL taking a leading role, supported by other agencies such as Westminster Social Services or the police. Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

If a child has been harmed, or is in immediate danger, or at risk of harm, a referral will be made to Westminster. Where a crime may have been committed, the police will be involved. In cases where there is a report of rape, assault by penetration or sexual assault, this will be passed to the police. The initial response to a disclosure is important and schools should ensure the victim is taken seriously and supported. Where an incident between two pupils takes place away from the school, the school's duties remain the same.

Abercorn will take appropriate steps to maintain anonymity in cases where an allegation is progressing through the criminal justice system. The School will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media. We will consider carefully any report of sexual violence or harassment and act in the best interests of the child, taking into account the fact they may request that the victim may ask for confidentiality or anonymity; in such cases, if a referral is made against the victim's wishes, this will be sensitively explained to them, with appropriate support provided. Sexual violence and sexual harassment are unacceptable, and will not be passed off as 'banter.'

While the facts are being established and investigated, Abercorn will remove the alleged instigator from any classes shared with the victim, and consider how best to keep these pupils a reasonable distance apart, in the best interests of both children.

There are four likely routes to consider when managing a report of sexual violence or sexual harassment:

- Managing internally: in some cases of sexual harassment (such as one-off incidents) the school may manage the incident internally;
- Early help: this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
- Referrals to Westminster: in cases where there has been harm, or there is an immediate risk, a referral should be made to children's social care;
- Reporting to the police: in cases where rape, assault by penetration or sexual assault is reported. Schools should not wait for the outcome of a police investigation before protecting the victim, instigator and other children in the school. The DSL should work closely with the police to ensure that the school's actions do not jeopardise the police investigation.

It is important that the school ensures the victim and instigator remain protected, especially from bullying or harassment, which may develop into safeguarding issues in their own right. We will also consider the potential impact of social media in facilitating spreading of conjecture and rumour. Where no further action is taken, or a child found not guilty, the school should continue to support the victim and instigator.

The School will continue to manage the situation, by taking the following steps:

- Support for the victim will consider their age, the nature of the allegations and the risk of further abuse. The school will provide the victim with ongoing support.

- The needs and wishes of the victim will be paramount, and they should be able to continue their normal routine as far as possible.
- If the victim or instigator moves to another school, the new school will be made aware of any ongoing support needs.
- The school will ensure the victim is safeguarded, but still provide the instigator with education and support as necessary.
- Support for the alleged instigator must also consider their age and the nature of the allegations. An alleged instigator may have unmet needs themselves.
- Abercorn reserves the right to discipline the alleged instigator, including during any police or Westminster investigation, although the school will liaise with these bodies to assist in determining any sanctions.
- Abercorn will be clear about when actions are to support the victim or instigator, and when actions are to discipline the instigator for their past conduct.
- Providing children with the dedicated NSPCC helpline number to report child on child abuse: 0800 136 663.
- Risk assessing the location or activity where any incident occurred, including the date and time, to further ensure that all areas of school are as safe as possible.

The School will work with parents and carers by:

- In most cases, engaging with the parents of both the victim and the instigator and should consider carefully what information they provide.
- Meeting the victim's parents with the victim present to discuss safeguarding arrangements and also good practice to meet the instigator's parents to discuss what arrangements are being put in place, such as moving them out of classes.
- Supporting other children in the school, if necessary, especially if they have witnessed sexual violence. Children may take 'sides' following an incident and schools should do all they can to ensure neither victim nor instigator (or witnesses) are bullied or harassed.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the instigator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child sexual exploitation 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 instigator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. For the avoidance of doubt, a child cannot consent to sexual activity. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

It is essential that all those working with children are aware of the dangers of CSE and understand the procedures that should be followed if a person suspects that a child is or has been exposed to such practises are the same as outlined in all other cases of suspected or disclosed abuse. For more information, see the CEOP website; www.ceop.police.uk

Female Genital Mutilation (FGM) / Honour based violence (HBV)

So called 'honour-base' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/ or community. This includes FGM, forced marriage (all marriage being now illegal before the age of 18, even if no threats or violence are involved) and practises such as breast ironing. All forms of HBV are abuse regardless of the motivation and should be handled and escalated as such. If in doubt, staff should speak to the DSL.

It is essential that persons working with children are aware of FGM practices and the need to look for signs, symptoms and other indications. All staff should read the information and sign to say they have done so, as it is a violation of human rights of girls and women. It is illegal in most countries including the UK. Section 5C of the Female Genital Mutilation Act 2003(as inserted by section 75 of the Serious Crimes Act 2015).

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the multi-agency practical guidelines on FGM, (pages 59-61 focus on the role of schools) and pages 13-14 on: Handling cases of forced marriage. A copy is available in the school office or follow this link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Actions and Mandatory Reporting Duty

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting procedures apply when dealing with concerns regarding the potential for FGM to take place (from October 2015). Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, either through disclosure by the victim or visual evidence, there is a statutory duty upon that individual to report it to the police. (Section 5B of the Female Genital Mutilation Act 2003 as inserted by section 74 of the Serious Crime Act 2015), 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. 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 practitioners to whom this mandatory reporting duty applies.

Other specific forms of abuse

We recognise that there are some specific forms of abuse that other experts and professional bodies may provide us with further professional support and guidance. For example, staff should be alert to the criminal exploitation of children, even when it is not of a sexual nature, for example, being drawn into gang culture, or drug dealing or 'county lines.' Keeping Children Safe in Education 2023 has some direct links to government websites on these specific forms of abuse including, child sexual exploitation, domestic violence, female genital mutilation, forced marriage, gangs and youth violence, and so called honour based violence amongst other forms of specific abuse against children.

The local context

This Policy covers a range of information on how to recognise different forms of abuse and the actions the school must take to prevent abuse and support victims of abuse. However, we are aware that there are some specific safeguarding matters (including extra-familial harms) that affect the catchment area of Abercorn and those that affect the families in our community more than

others. These are identified by working closely with Safeguarding Partners and networking with other schools including through the Westminster DSL forums. These include:

- Domestic abuse – largely between partners (both physical violence and coercive control), but with the understanding that witnesses are victims;
- The threat of extremist groups drawing children into their belief – our local context is that alt right, or white supremacist groups groom children, including online;
- Online abuse – given the fact most children will have access to online devices, some of which will be their personal items. Therefore, the sharing of nudes or semi-nudes is also a risk;

The list will be reviewed and added to on a regular basis when this Policy is updated, with particular regard to our Senior School and the fact the ages of our oldest children will increase over the next few years.

6. School Safeguarding Procedures

Concerns about a child

The local Safeguarding Children Board [LSCB] is the Local Safeguarding Children Partnership, which covers Westminster, Hammersmith and Fulham and Kensington and Chelsea.

A copy of the Westminster contact numbers is held in the School and can be found in the Safeguarding and Child Protection Policy, staff child protection cards and other associated documents. The procedures to 'Report a Concern' are also appended to this policy.

If staff prefer they can access further details of procedures at the LSCP website, the address of which is <https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers>

It is our aim that all pupils receive the right help at the right time. It is important to act upon early concerns swiftly so that they do not escalate. We consider it vital to keep clear and full records, to listen actively to pupils' views, to reassess the situation regularly and take further actions when required. All staff are made aware of their responsibility regarding assessing a child's needs, to ascertain whether they would benefit from early help.

Staff are issued with a credit card sized guide at the start of the academic year which sets out clear up to date guidelines.

All staff must be alert at all times to possible signs of abuse.

If any member of staff is concerned about a child, he or she must:

1. *Inform The School's DSL or in their absence a DDSL without delay.*
2. *Record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Staff can access CPOMS from any school device. The DSL will contact Westminster without delay. The DSL will then, under the guidance of Westminster, decide what action will be taken, including whether a formal referral should be made. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse. If there is a risk of immediate serious harm to a child, a referral will be made immediately.*

3. *If it is decided to make a formal referral this will be done under advice from Westminster and, if appropriate, with prior discussion with the parents, unless to do so would place the child at further risk of harm.*
4. *Children who have or are likely to suffer significant harm are reported to Children's Social Care immediately.*
5. *Children who are in need of additional support from one or more agencies will be reported to Westminster for assessment using local processes, including use of The Common Assessment Framework [CAF] and Team around the Child approaches [TAC]. Whilst the decision to seek support for a pupil will normally involve consultation with parents, parental consent is not required if the School believes a pupil to be at risk of significant harm.*
6. *Staff should be aware that anyone can, in certain circumstances or in emergencies, make a referral if necessary.*
7. *Particular attention will be paid to the attendance and development of any child about whom The School has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept.*
8. *The School acts to ensure children receive the right help at the right time to prevent issues escalating.*
9. *If no formal assessment is required, the School will further consider an early help assessment, to ascertain whether other support is appropriate.*

(See Appendix 3 'summary of what to do if abuse suspected')

When to be concerned

All staff and volunteers should be aware that the main categories of abuse are:

- *Physical abuse*
- *Emotional abuse*
- *Sexual abuse*
- *Neglect*

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix 6 for details.

Actions to be taken

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- *Allegations must be reported to the DSL immediately by the member of staff. In their absence, another of the School Safeguarding team should be spoken to.*
- *Use the School CPOMS system to record disclosures.*
- *Make no contact with the parents.*
- *Listen to what is being said without displaying shock or disbelief.*
- *Accept what is being said and allow the child to talk freely.*
- *Reassure the child, but not make promises which it might not be possible to keep.*
- *Not promise confidentiality – it might be necessary to refer to others who will be able to help.*
- *Reassure her that what has happened is not her fault.*
- *Stress that it was the right thing to tell.*
- *Listen, rather than ask direct, or leading, questions.*

- *Allow the child to continue at their own pace.*
- *Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.*
- *When recording what was said, use the child's own words – noting the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.*
- *Also record any noticeable non-verbal behaviour.*
- *Record statements and observations rather than interpretations or assumptions.*
- *Use the CPOMS body map to indicate the position of any bruising or other injury.*
- *Not criticise the alleged instigator.*
- *Explain to the child what has to be done next and who has to be told.*
- *All records are passed to the DSL immediately - no copies should be retained by the member of staff or volunteer. This includes the original notes as these constitute prima facie evidence and may be needed by a court. Records should be kept by the DSL in the secure CPOMS system, separate from the child's academic records.*
- *The advice of Westminster will be sought and considered when the DSL communicates with the individual involved and, if appropriate, their parents.*

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional team of DSL and child protection agencies, following a referral from the DSL.

7. Disclosure of abuse from one or more pupils against another

In the event that one pupil makes a disclosure about another pupil the general principles of listening and reporting to the DSL remain the same.

At all stages, School and Westminster guidance must be followed.

Many factors could lead to one pupil abusing another. On occasion they themselves are being abused. Each disclosure will be treated purely on the facts. Although no one prescribed solution can be regarded as a best fit, the procedures below must always be followed. The reporting arrangements for all forms of abuse include making contact with a welfare agency within 24 hours of a disclosure of abuse. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' If this is so, then The School's Anti-Bullying Policy and procedures should be followed in conjunction with this Safeguarding Policy.

Support for staff

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

8. Allegations involving School Staff, Volunteers, Supply Staff and Contractors

If any allegation of abuse is made against a member of staff, a volunteer, supply staff or contractor or the member[s] of staff responsible for safeguarding, the Westminster procedures will be followed and the Head will be informed without delay. In the case of serious harm, the police should be informed from the outset.

Allegations should be reported to the LADO without delay if the person (anyone working in the school or a college that provides education for children under 18 years of age, including teachers, supply teachers, volunteers and contractors) has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

The Head has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold for referral to the Local Authority Designated Officer (LADO) (see below). The School's procedures aim to manage any safeguarding concerns (no matter how small) effectively and to assess the potential for there to be harm to a child using the harm threshold to differentiate between low-level concerns and those that are more serious.

Low-level Concerns

Concerns may be graded Low-level if the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the harm threshold for an allegation or is otherwise not serious enough to consider a referral to the LADO.

Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- or any other behaviour that is contrary to the Code of Conduct contained within the Staff Handbook

If the concern has been raised via a third party, the Head should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name of individual sharing their concerns (if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)
- details of the concern
- context in which the concern arose

- action taken

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO. The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

The School will have regard to the guidance given in Part 4 of KCSIE (September 2023). In the Head's absence, the Chair of the Board will be informed. If the allegation should involve the Head, the Chair should be informed directly.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

All discussions held will be recorded in writing. The School must decide the action to take and, - whether this be suspension or otherwise, - decisions will be made together with the LADO. The advice of the LADO will also be considered when communicating with the individual and the parents involved.

In borderline cases, discussion with the LADO(s) can be held informally and without naming the School or the individual.

The School will take all care to ensure confidentiality during the process and will avoid publicity. Confidentiality will be maintained until the person involved is charged or the DfE/Teaching Regulation Agency publish details about the investigations as part of disciplinary procedures.

Whenever it is alleged that a member of staff, volunteer, supply staff or contractor who has contact with a child in the personal, professional practitioner or community life may have:

- *behaved in a way that has harmed a child, or may have harmed a child and/or*
- *possibly committed a criminal offence against or related to a child, and/or*
- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children (which also includes behaviour outside of school)*

Then this will be deemed to have met the harm threshold

- *The person to whom the allegation is first reported must inform the Head immediately.*
- *If the Head is absent, the allegation should be passed to the Chair of Governors.*
- *The Chair of the Board is Mr John Clarke. They may be contacted via the School Office, or via email on chair@abercornschool.com.*
- *The Head or Chair of the Board will contact the LADO immediately and at the latest within one working day of allegations being reported.*
- *In the most serious of circumstances the Head or Chair of the Board will contact the police. Discussions with the LADO will be recorded in writing.*

- *The DSL and Head will not investigate the allegation itself, or take written or detailed statements, before consulting the LADO, to assess the situation and agree the next steps.*
- *The Head will, as soon as possible, and following briefing from the LADO, inform the subject of the allegation, providing as much information as possible at the time.*
- *The recipient of the allegation must take the matter seriously and keep an open mind.*
- *They must not investigate nor ask leading questions if seeking clarification.*
- *They must not make assumptions.*
- *Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.*
- *The recipient should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present.*
- *The written record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the Head.*
- *If the Head is absent, the written report should be passed to the Chair of the Board.*
- *The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter*

If the concerns are about the Head, then the person receiving the allegation should immediately inform the Chair of Governors and the LADO without notifying the Head first.

In all allegations the School will decide upon whether the allegation 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 to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.*
- **Unfounded:** *there is no evidence or proper basis which supports the allegation being made and that there may be evidence which supports the contrary position.*

If it is decided that the allegation is unsubstantiated and does not meet the harm threshold for further referral, the DSL, Head and the LADO will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The Head will as soon as possible, following briefing from the LADO, inform the subject of the allegation. The Chair of the Board will be kept informed at each stage.

In the case of the allegation being against the Head, the Chair of the Board, together with the LADO, will inform the Head of the allegation and of the actions to be taken, the time scales involved and the persons involved.

If it is decided that the allegation is substantiated and meets the harm threshold for further action the Head must follow the guidance given by the LADO. In response to an allegation staff suspension will not be the default option. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Head may, after discussion with the Chair of the Board, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the School and the individual. The School will follow, as appropriate, the Disciplinary Rules and Disciplinary Procedure (contained within the Employment Manual).

Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in employer references. Pupils found to have made malicious or false allegations may have breached the Discipline, Behaviour, Rewards and Sanctions Policy. The School will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed.

If an allegation is found to be malicious or false, every effort will be made to restore the good name of the member of staff. Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration may be required. If an allegation is determined to be unsubstantiated, false or malicious the DSL may, in liaison with the LADO, refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In extreme cases the Head, again in consultation with the Chair of the Board, may be required to take action in line with the School's Disciplinary Procedures.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the child who has made the false allegation.

If the allegation is substantiated and the member of staff is dismissed or the School no longer uses his/her services, then the DBS and the Teacher Regulation Agency (TRA) must be informed. This is the case even if the member of staff resigns. The School has a requirement to report to the DBS, as soon as possible any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the address for referrals is PO Box 181, Darlington DL1 9FA (telephone: 01325 953 795). The DBS will then consider whether to bar the person.

During the reporting and investigation of allegations the School will make every effort to maintain confidentiality and to guard against unwanted publicity. This will continue until the point where an accused person is charged with an offence or the DfE/TRA publishes information about an investigation or decision in a disciplinary case.

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Clear guidance is given in the DfE document on dealing with allegations (<http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuseagainst-teachers-and-other-staff>).

The School is under a duty to make a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by

contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and The School may be removed from the register of independent schools. The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise agreements cannot apply in this connection. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

Support for Staff

Abercorn has a duty of care to its employees. Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. (Please refer to the Staff Employment Manual for the Code of Conduct for Staff). The School will act to minimise the stress inherent in allegations and disciplinary investigations and processes.

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual may be advised to contact their trade union representative, if they have one, or a colleague for support. They may also be given access to welfare counselling or medical advice if considered appropriate.

9. Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools:

- *All staff, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other practitioners, particularly the investigative agencies (LSCP and the Police).*
- *If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other practitioners to help keep the child or other children safe.*
- *Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.*

10. Communication with Parents

The School's DSL will ensure that parents or carers of pupils have an understanding of the responsibilities placed on The School and staff for safeguarding children. This will generally be carried out through information given prior to pupils commencing at The School.

The parents or carers of a pupil involved in a case of abuse will be told about the allegation as soon as possible if they do not already know of it.

Where a strategy discussion is required, or police or children's social care services need to be involved, the DSL or Head will not contact parents until all agencies have been consulted and have

agreed what information can be disclosed. Parental consent is not required for a referral where the DSL believes a pupil is at risk of significant harm.

Parents or carers will be informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

The only members of staff to make contact with parents in any instance of abuse are:

- *the DSL and Head if dealing with the abuse of a child by another child, and if the case involves the pupils' safety then the LADO may be involved.*
- *the DSL, Head, Chair of Governors and LADO and in certain instances, the police, if allegations are made against a member of staff or the Head.*

11. Other Aspects of Safeguarding

Teaching children how to keep safe

The following policies deal with ensuring pupils of all ages learn how to keep themselves safe in the School, the local community and the world around them:

- *The Safe Use of the Internet and E-safety policy*
- *The Pastoral Care and Pupil Support Policy*

Pupils are also taught how to stay safe in

- *Computing lessons*
- *PSHCE lessons*
- *Any other lesson or activity where appropriate*

Childcare

Staff who are responsible for during, before and after school care are subject to the rigours of The School safer recruitment procedures and complete the relevant forms (Childcare Act 2006 - updated June 2016, Childcare [Disqualification] Regulations 2009, updated 2018). As children of different ages can move between different areas of the school, all staff are required to sign the relevant forms.

The School early years' childcare can apply to supervised activity for a child from birth until the 1st September following their fifth birthday and applies to all early years' provision during and outside of school hours.

Staff use of Mobile devices

The school recognises that ownership and use of mobile technology (mobile phones, tablets, e-readers and other handheld devices) is increasing rapidly and we are happy to allow the use of this technology in school. The following applies when using mobile technologies:

- a. Members of staff are allowed to bring their personal mobile device into school. However, they are required to use their devices only in the designated areas authorised by the SLT, or in an area where no children are present. (Refer to the staff hand book for further guidance)
- b. No member of school staff may use their personal mobile devices in any area of the school which children have access to. The only exception is that a personal mobile device may be used for a specific work purposes, subject to receiving prior written authorisation from the Head, Bursar or ICT Manager. Personal mobile devices may be used in the classroom

setting without prior authorisation, even while children are present, to go through 2 Factor Authentication procedures, such as those required by iSAMS and CPOMS. This includes the EYFS. At other times, personal mobile devices may only be used in offices, staffrooms, or classrooms that are empty of children after hours.

- c. They must only use and take pictures of pupils on school devices and the pictures that they take must remain in school.
- d. As they sign in visitors and volunteers are also requested to turn off their mobile phones and to store them out of view from the children. Visitors and volunteers are also told they are not allowed to photograph the children using a mobile device or a camera.
- e. We have signs around our school indicating that we are mobile phone free site. Our staff support and fully understand. Furthermore, we strongly encourage all visitors to refrain from mobile phone use on site. Staff are encouraged to challenge unregulated mobile phone use.

Please see the **Online Safety Policy**, the **Staff Handbook** and the whole school **Safeguarding Policy** for further details.

Homestay

Although the School does not take part in any homestay or exchange programmes, if it were to do so in the future, the School would ensure that any adults in those homes had an enhanced DBS check. The School would use its judgement to decide whether children had 16 and 17 would need to have an enhance DBs check in those households.

Private fostering

The School has a mandatory duty to inform the local authority if a pupil is living in a private fostering arrangement. A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

12. Reviewing policy and procedure

The DSL is responsible for updating and reviewing safeguarding procedures and their implementation. The DSL works in collaboration with the DSG, reporting to them on issues with individual children referrals (without names), themes which have emerged in the School and details of how the School has handled such, together with all supporting written information.

The DSG checks annually to ensure the School contributes to local inter-agency working and cooperates with various local agencies. The DSG undertakes an annual review of staff understanding and implementation of school safeguarding procedures. All procedures, including written reports and training records that are part of the annual review are recorded in detail and relayed to the full governors meeting.



ANNEX A – KEEPING CHILDREN SAFE WHEN REMOTE LEARNING

*[This guidance has been carried forward
and updated from our Remote Education
Covid-19 guidance]*

Updated	Review Date	Version
September 2023	September 2024	2023.04

Introduction

Although the return to schools has removed most of the need for a specific Covid-19 Remote Education Annex, this policy has been reviewed and updated during and following the various periods of lockdown. Children are now expected to be back at School but Abercorn has decided to develop this annex, as we look to retain certain aspects of our Remote Education provision.

We will ensure that on any given day all children, staff, volunteers, supply staff or contractors in attendance will be aware of who the DSL and deputy DSLs are and how they can speak to them, both in person and by phone or video conferencing, regardless of whether they are on site or conducting their teaching or other activity from home.

Safeguarding priority

The following fundamental safeguarding principles remain the same when pupils are online:

- we will always act in the best interests of children
- if anyone in our school has a safeguarding concern, they will act immediately
- a Designated Safeguarding Lead (DSL) or Deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

Safeguarding partners' advice

We continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans when learning online, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need. The current advice is below:

- Schools will be open for all children.
- The School's Safeguarding Policy and Procedures apply in full.
- All support of families during this time must be recorded using established school systems.
- The Westminster Access Team should be contacted with any safeguarding concerns in the first instance.

Roles and responsibilities

The roles and responsibilities for safeguarding in our school remain in line with our Child Protection Policy. Their contact details can be found at the top of this Policy. The DSL (who has overall responsibility for online Safeguarding, filtering and monitoring) and at least one deputy DSL will be available on site during the school day. They are supported by the Board, with the Designated Safeguarding Governor having the specific responsibility of overseeing online Safeguarding, filtering and monitoring.

The SLT also have overall responsibility for the quality and delivery of Remote Education. Teaching staff have a role in monitoring and enforcing good pupil behaviour during Remote Education.

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education or health care (EHC) plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Senior leaders in our school, especially the DSL (and deputies) know who our most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children's social care support. We will continue to work with children's social workers and the London Borough of Westminster for looked-after and previously looked-after children.

Increased vulnerability or risk

Negative experiences and distressing life events, such as the unprecedented COVID-19 situation, can affect the mental health of pupils and their parents and the move to online learning for any period of time has the potential to cause a mental health issue. Staff are aware of this in setting expectations of pupils' work. The School also provides live Form time and PSHE lessons to maintain a high standard of pastoral care. Our staff and volunteers will be aware of the mental health of children and their parents and carers and will contact the DSL or a deputy if they have any concerns.

Attendance

All children are expected to be in school unless they are under specialist care and have been advised by their clinician or GP not to attend. Where a child does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or a Deputy DSL will be informed. The DSL or a Deputy will attempt to contact the parents through various methods, such as telephone or by contacting one of the other contacts we hold on file.

Reporting concerns about children or staff

When children are learning online, the importance of all staff and volunteers acting immediately on any safeguarding concerns remains, including those surrounding accessing inappropriate content or any issues flagged by the School's filtering and monitoring systems. Staff and volunteers will continue to follow our Child Protection Policy and Procedures and advise the DSL of any concerns they have about any child, including those who are not attending school.

It remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our usual school policies. At all times, even when working remotely, the School will ensure data is managed appropriately, through compliant systems,

Staff training and induction

If Remote Education were to take place on a large scale again, our DSL and Deputy DSLs are unlikely to receive formal face to face refresher training, but will attend any relevant online training sessions.

All current school staff have received full safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy.

If any new member of staff joins the school in the period of school closure, they will take place in a full induction process, including the usual Safeguarding induction with a DSL or DDSL.

Safer recruitment/volunteers and movement of staff

If Remote Education were to take place on a large scale again, it remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow our safer recruitment procedures and all of the appropriate checks.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2023. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR).

Online safety

It is likely that children will be using the Internet and engaging with social media far more when learning online. Our staff are aware of the signs of cyberbullying (and how this could lead into incidents of safeguarding) and other online risks and our filtering and monitoring software remains in use during this time to safeguard and support children. This includes monitoring usage in community languages used by our pupils. These systems, and their effectiveness, are annually reviewed and monitored, including by SLT and the Board. Our staff will follow the process for online safety set out in our Child Protection Policy and Procedure.

As with our Online Safety Policy, Abercorn considers content, contact, conduct and commerce when considering matters related to online safety for its pupils.

Staff who interact with children online (even when both parties physically at school) will continue to look out for signs a child may be at risk. If a member of staff is concerned about a child, that member of staff will follow the approach set out in this annex, and our Safeguarding Policy and Procedure and report that concern to the DSL or to a Deputy DSL.

If pupils have any concerns, they should contact their Form teacher, or any member of staff who they feel comfortable talking to.

There are also IT and online security implications of any online learning environment, with consideration given to who is able to access what. All staff have received full training and guidance in this area, and the School has asked for parental permission for children to access our Remote Education which extends into remote homework now that all children are expected back at school. We have also taken measures to ensure that any content is suitable for the age of the children accessing it.

We will also continue to ensure that appropriate filters and monitoring systems are in place to protect children online when accessing the school's IT systems or recommended resources online. However, many pupils are able to access the internet using their own data. To minimise inappropriate use, as a school we provide devices to Year 5 and above and do not allow pupils to have access to their own devices during school hours. Staff with the relevant technical knowledge to maintain safe IT have been identified, including additional points of contact in their absence.

Parents and responsible adults

Monitoring children's activity

We ask that adults responsible for online learning monitor their child's time online. We ask that they check they have signed off from the school system. Any online resources that are recommended by staff as term progresses will have been thoroughly checked. We ask parents to check any other online resources that you use at home.

Parental controls

We ask that all parents also review their parental controls, both with their Internet Service Provider and any broadband equipment in their home as well as on each individual device that children will be using. To facilitate live video lessons and other interactions during any extended school closure, parents should support their child by:

- Providing a workspace that is quiet, safe and free from distractions with an adult not too far away.
- Making sure your child is dressed appropriately: for example, no pyjamas.

- Reserving Google Classroom purely for communication between staff and pupils. If you wish to contact an individual teacher, please continue to use their school email address as usual.
- Monitor your child's class timetable, which has been sent to you, and keep an eye on when your child should be online for school lessons and when they should have completed their school work and signed off from the school system.
- Parents may not record any content produced by staff at Abercorn School and may not comment about individual teachers on public forums.
- Parents may not share teaching resources of any kind sent from the school with any third parties, including tutors, understanding that they are for the sole use of your child during this period of Remote Education.

Supporting children not in school

Where the DSL has identified a child that is allowed to access Remote Education from home for health or mental health reasons, they will ensure that appropriate communication takes place with that child and that additional support is provided. Details will be recorded and will be reviewed regularly to ensure it remains current during these measures.



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 1:

The Management of Safeguarding

Updated	Review Date	Version
September 2023	September 2024	2023.03

THE MANAGEMENT OF SAFEGUARDING

The role of the Designated Safeguarding Lead is to:

- maintain an overview of safeguarding within The School
- open channels and communicate effectively with local statutory agencies
- communicate effectively, both verbally and in writing, to a high standard both in school and as a representative of The School at external agency meetings
- present a calm and efficient disposition in a crisis
- follow procedures accurately and make informed decisions
- adapt swiftly to changing regulations
- lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures
- demonstrate overall responsibility for online safety, including filtering and monitoring. Staff with appropriate skills, interest and expertise regarding online safety (such as computing leads or technical staff) should be encouraged to help support the DSL as appropriate, for example when developing curriculum approaches or making technical decisions, but the ultimate responsibility sits with the DSL.
- train a staff team in safeguarding procedures
- be an effective member of a multi-agency, local authority team
- listen objectively, actively and non-judgementally
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies
- understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff
- be aware of the requirement for children who are investigated by the Police to have an Appropriate Adult present.

The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or;

- The local authority children's social care unit – Westminster Access Team
- The local authority designated officer (LADO) for child protection concerns in all cases which concern a staff member
- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- In consultation with the Head, and informing the safeguarding governor, consider making a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a referral has been made to the DBS, it is unnecessary to contact the

TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral.

- The police (cases where a crime may have been committed).

The Designated Safeguarding Lead will;

- Ensure that The School operates within legislative frameworks and recommended guidance.
- Liaise with the Head (although at Abercorn the Head is also the DSL) regarding;
 - ongoing enquiries under section 47 of the Children Act 1989 and police investigations
 - referring of cases of suspected abuse regarding children in need to the local authority children's social care unit – where a child is suffering, or likely to suffer from harm, it is important that a referral is made to children's social care (and, if appropriate, the Police) immediately
 - referring child protection concerns (all cases involving a staff member) to the local authority designated officer (LADO)
 - referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
 - referring cases where a crime may have been committed to the police
- Liaise with parents, informing the Head (and if appropriate the LADO, children's social care unit or police) of all meetings and discussions. The School holds at least two emergency contact numbers for all children.
- Ensure records of all meetings are clear, comprehensive and dated
- Act as a source of advice and expertise to staff on matters of safety and safeguarding
- When deciding whether to make a referral always liaise with relevant agencies for advice
- Cooperate with the safeguarding governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly
- Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing governors and staff of any changes.
- Ensure all school records re safeguarding are comprehensive, updated and accessible
- Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating
- Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve
- Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the governors safeguarding representative
- Act as a support to pupils and staff, follow up and document progress regarding all concerns regularly
- Ensure the records of any pupil who leaves The School and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file and are retained as required
- Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'
- Submit reports to, and ensure The School's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.

- Ensure any actions to be taken regarding children on the register are performed efficiently and the results monitored, recorded and evaluated
- Maintain a continuous overview of safeguarding within The School, recording findings clearly
- Ensure safeguarding maintains a high profile at staff meetings
- Organise regular meetings of all involved in safeguarding within The School, including the Early Years
- Be fully conversant with the need to inform staff with regard to the Disqualification requirement.

The work of the designated safeguarding persons will be reviewed and evaluated annually by the safeguarding governor.

The role of the Deputy Designated Safeguarding Lead (DDSL);

- The DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Person, including all matters appertaining to the Early Years.
- The DDSL will be available to support the designated safeguarding person in whatever capacity is required
- The DDSL will have the knowledge and skill to perform the duties of the DSL when requested
- The DDSL will assume the role of DSL whenever requested and when the DSL is not on the premises
- The DDSL will attend training in line with local authority requirements at least every two years, so they are as qualified as the DSL.
- The DDSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse
- The DDSL will assist the DSL in producing reports for senior managers and governors
- The DDSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences
- The DDSL will support the DSL in attending child protection and case conferences
- In the absence of the DSL the DDSL will be responsible for dealing with all matters appertaining to safeguarding and will follow The School procedures accurately
- The DDSL will share information on all matters brought to his/her notice with the Head and, should matters involve child protection, with the Westminster Access Team immediately, for advice
- If relevant, the DDSL will share any concerns that are reported and involve the Head with the Chair of the Board as well as the Westminster Access Team.
- The DDSL will support staff at all levels in their implementation of The School's child protection procedures
- The DDSL should be observant and a good communicator

The role and responsibilities of the Designated Safeguarding Governor;

- Be familiar with Local authority and policy relating to Safeguarding and Child Protection and associated issues.
- Attend training for nominated Safeguarding and Child Protection governors.
- Attend training for general safeguarding issues that are in line with local authority requirements at least annually.

- Ensure a correct record of all safeguarding training, including that of governors' training is maintained by the DSL.
- Be familiar with the most recent ISI regulations regarding safeguarding, including safe recruitment of staff and the requirements re the central register of staff.
- Be fully conversant with the need to inform staff with regard to the Disqualification requirement.
- Be aware that The School must report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and who meets the DBS referral criteria. Ensure this is done promptly.
- Be aware of occasions when a referral to the Teacher Regulation Agency (TRA) is required when a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".
- Know that where a referral has been made to the DBS, it is unnecessary to contact TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an TRA referral

When ensuring school provision meets requirements the safeguarding governor will;

- Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the safeguarding and all attached policies, ensuring the safeguarding policy contains at least the following and is in line with locally agreed inter-agency procedures;
- Ensure The School meets requirements advised by Keeping Children Safe in Education and the ISI regulations regarding safeguarding
- Regularly check The School's arrangements for handling allegations of abuse against members of staff, volunteers and the Head.
- Direct staff on what to do if they have a concern about a child or where one child is abusing another child
- Ensure The School has up-to-date information on how to recognise abuse
- Monitor The School's staff code of conduct/behaviour policy and recruitment procedures
- Review the management of safeguarding including the appointment of the designated person and the job description of the designated personnel.
- Monitor the training of the designated person, staff, volunteers and the Head.
- Make arrangements for reviewing The School's child protection policies and procedures annually.
- Check The School's arrangements to fulfil other safeguarding and welfare responsibilities.
- Ensure the Designated Safeguarding Lead who has responsibility for responding to and overseeing safeguarding issues is suitably qualified and trained.
- Ensure there is at least one Deputy Designated Safeguarding Lead who has responsibility for responding to and overseeing safeguarding issues as delegated by the DSL, and who is also suitable qualified and trained.
- Where appropriate, ensure there is at least one Designated or Deputy designated person to be responsible for the Early Years.
- Ensure that the Designated Safeguarding Lead supervises and supports the work, development and training of the Deputy Designated Safeguarding Lead.
- Ensure that there are clear lines of accountability regarding safeguarding procedures.
- Ensure all staff know:
 - *who are the Designated Safeguarding personnel*

- *what the Safeguarding and Child Protection Policy and Procedures contains*
 - *how to identify a child protection concern*
 - *what they do if they have any child protection concern*
- Ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
 - Liaise with the Head about general child protection and broader safeguarding issues within The School.
 - Meet regularly with the Designated Safeguarding Lead, at least once each term, in order to monitor the effectiveness of the implementation of the governing body's Safeguarding and Child Protection Policy and Procedures.
 - Provide reports to the governing body in respect of issues within The School to enable adequate oversight, understanding and development of solutions.
 - Ensure that the training of all staff is up to date.
 - Recommend governors attend appropriate safeguarding training either arranged by The School or externally to include, for relevant governors, training in respect of allegations against staff.
 - Recommend at least one governor, who may be called to sit on the recruitment and selection panel for staff, for instance in the appointment of senior leaders, has successfully completed accredited Safer Recruitment training or any future training that replaces this.
 - Ensure interview panels are convened appropriately and safer recruitment practices are followed.
 - Have oversight of the single central record, inspect it regularly, at least annually, and ensure it is up to date and maintained in line with guidance.
 - Take account of how safe pupils feel when in school.
 - Ensure The School constantly reviews and considers the entire curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into The School ethos.
 - Ensure The School maintains regular communication and good relationships with external agencies available to support children and families.
 - Monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit.

Following a full annual audit of provision, the safeguarding governor should ensure that the governing body receives a report on the implementation of The School's safeguarding and child protection policy and procedures including:

- The date, time and manner in which the annual audit was completed
- The arrangements that are in place for ensuring that The School's safeguarding and child protection policy is communicated to, understood and implemented by, all staff and how effective they are in practice.
- Judgement upon the time and resources allocated by The School to the designated member of staff with lead responsibility for Child Protection
- Information on the training attended by the DSL and DDSL over the year.
- Information on the training in safeguarding undertaken by all staff, including lunch time staff, administrative staff, catering, maintenance, and medical staff over the year.
- Information on the effectiveness of the child protection procedures in the induction programme for all new people and volunteers in The School.
- The effectiveness of the arrangements for ensuring safe recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time.
- The number of pupils currently on the Child Protection Plan

- How effectively any issues linked to Safeguarding and Child Protection have been dealt with.
- Information on how well child protection issues are addressed through the curriculum.
- The accuracy of the central register with regard to the most recent regulation



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 2:

Staff Code of Conduct

Please refer to separate Code of Conduct contained within the Employment Manual



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 3:

Safeguarding & Promoting the Welfare of Children: Quick Reference Guide

Updated	Review Date	Version
September 2023	September 2024	2023.03

SAFEGUARDING & PROMOTING THE WELFARE OF CHILDREN: Quick Reference Guide

for new school staff or volunteers

As an adult working with children and young people you have a duty to act when you have a concern about a child's welfare

Westminster consultation line:
020 7641 4000
Local Authority Designated Officer (LADO)
020 7641 7668
**Westminster Out of Hours Emergency
Duty Team:**
020 7641 6000

1

WHEN TO BE CONCERNED:

When you become aware of information that leads you to be concerned about the physical, emotional or sexual wellbeing of a child

The information you have may not be enough on its own for a child protection referral. However, it will help your **Designated Safeguarding Person** to build a picture of a child at risk

ALERTS

YOU MAY SEE PHYSICAL SIGNS:

- You may hear worrying accounts
- You may pick up on emotional distress
- You may notice changes in a child's behaviour or presentation
- Someone may disclose to you

HARM TO A CHILD CAN BE CAUSED BY:

- A parents / carer
- Family member / friend
- Another child
- Stranger
- Member of staff / volunteer*

Regardless of the source of harm you **MUST** report your concern

If your concern is about a staff member / volunteer you should report this to the Head

If your concern is about the Head, inform the Chair of the Board.

Your Chair of The Board is John Clarke.

2

DEALING WITH A CHILD'S DISCLOSURE

Listen: Listen carefully to what is said to you. Don't interrupt or ask leading questions

Reassure: Be calm, attentive and non-judgmental. Don't promise to keep what is said secret

**See 'Remember' box

Respond: Tell your DSL without delay

Write it down!

- Use the Record of Concern Form
- Use the child's own words
- Note anything else that made you concerned
- Sign and date it
- Give to your DSL

3

WHAT MUST I DO?

- Know your role
- Don't ignore
- **Inform your DSL without delay (or Head / Safeguarding Governor / Chair of the Board where appropriate)**

*DSL is Christopher Hammond
DDSL for Senior School is Laurence Séguier
DSL for Lower School and EYFS is Rebecca Stewart
DSG is Andrea Greystoke*

- Make a record using the incident form on CPOMS.
- Pass the CPOMS record to the DSL / or Deputy DSL

**REMEMBER!

- Delay in reporting your concerns could cause the child greater harm
- School staff are often the first people to see a child after they have been abused
- Not all abuse has physical signs
- If in any doubt TALK to your DSL
- Do not promise to keep a child's secret – it is wise to say that the law obliges you to share things with responsible, caring people



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 4:

Record of Concern *[Withdrawn April 2022]*

Records of Concern should be completed on CPOMS. This form is for emergency use only. If filled in, it must be scanned and uploaded to CPOMS

Updated	Review Date	Version
September 2022	September 2023	2023.03

RECORD OF CONCERN FORM

CHILD PROTECTION: Record of Concern

Please complete this form by hand and do not copy

Name of child:			
Date and time of record:			
Account of Concern: <i>What was said, observed, reported, by whom and when? Facts, observation and evidence but remember never ask leading questions.</i>			
Notes: <i>Context</i>			
Response: <i>What did you do or say following this concern?</i>			
PRINT YOUR NAME:			
Signature:			
Role and responsibilities:			
Date and time of report handed to DSL / DDSL:			
Action and Response by DSL: <i>To be completed by DSL</i>			
Date	Lead	Action	Completed



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 5:

Working to Eliminate Risk

Updated	Review Date	Version
September 2023	September 2024	2023.03

WORKING TO ELIMINATE RISK

SAFEGUARDING: HOW WE PROVIDE A SECURE ENVIRONMENT AND WORK TO ELIMINATE RISK

- All members of staff and all Governors have been checked and cleared by the CRB, (enhanced disclosure) or DBS in line with The School Recruitment, Selection and Disclosure Policy and Procedure. Please refer to this document for further information.
- Each DSL receives regular training from various accredited providers and recognised bodies to ensure The School procedures meet legal requirements and keep children safe.
- All staff are required to read the Safeguarding and Child Protection Policy and KCSIE. Staff complete a related questionnaire each year to ensure they know, understand and implement all school procedures correctly.
- A pupil 'watched list' is updated regularly. Staff are vigilant in reporting concerns to the DSL and Head, so that poor behaviour and incidents of bullying do not lead to more serious poor behaviour and incidents of safeguarding. This list does not provide personal details but acts as a staff alert for observation.
- New members of staff receive comprehensive Induction Training re Child Protection (see Induction Training Checklist)
- Child Line posters are on display throughout The School
- The School operates an effective anti-bullying policy, with the aim to prevent poor behaviour which may in turn lead to incidents of safeguarding, which includes the risks involved in cyber-bullying. Please see Anti-Bullying Policy and E-Safety Policy.
- PSHCE lessons offer opportunities to discuss matters such as personal relationships and safety, bullying, personal and cyber safety
- The School's Internet access is filtered and pupils and parents are made aware of the dangers of the Internet. See E-Safety Policy.
- The School has clear policies and procedures regarding health, first-aid and the giving of medication. There is a medical room. See Health and First Aid Policy, Health and Safety Policy and Intimate Care Policy.
- The School has clear policies and procedures regarding checking safety concerns when taking pupils on school visits. See Off Site Visits Policy.
- The School has comprehensive Risk Assessments for different areas and activities. Please see example Risk Assessments.
- The School has clear Health and Safety policies and procedures. Some School buildings are secured with key pads on doors. See Health and Safety Policy.
- The School has clear procedures in the case of fire, and regular fire drills are undertaken. See Fire Policy and Fire Risk Prevention Policy.
- All visitors report to reception upon arrival, sign in and are issued with a suitable identity badge.
- All visitors have The School's fire procedure and basic safeguarding procedures explained to them and are shown the appropriate access to cloakrooms for their use.
- Visitors do not spend time alone with any child (unless authorised) and must report immediately any incidents in which they and the children are involved.
- Any visitor involved in work that involves dangerous machinery or substances must observe any necessary safety precautions and/or stop work when children come into close proximity.
- Visitors deemed to have contravened these guidelines and/or whose presence is considered detrimental to the safety and well-being of any of The School community will be told to leave.

- Visitors are informed that smoking is not allowed – this is a no-smoking school.
- We are working towards being a mobile phone free site. Visitors are asked to turn off mobile phones and staff keep mobile phones out of sight of pupils and only use their mobiles phones to makes calls in designated area. For example, the staff room and offices.



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 6:

Indicators of Harm

Updated	Review Date	Version
September 2023	September 2024	2023.02

INDICATORS OF HARM

PHYSICAL ABUSE

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

<u>Indicators in the child</u>	<u>Indicators in the parent</u>
<p>Bruising</p> <p>It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided: -Bruising in or around the mouth</p> <ul style="list-style-type: none"> -Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive) -Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas -Variation in colour possibly indicating injuries caused at different times -The outline of an object used e.g. belt marks, hand prints or a hair brush -Linear bruising at any site, particularly on the buttocks, back or face -Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting -Bruising around the face -Grasp marks to the upper arms, forearms or leg <p>Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing</p> <p>Fractures</p> <p>Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.</p>	<p>May have injuries themselves that suggest domestic violence</p> <p>Not seeking medical help/unexplained delay in seeking treatment</p> <p>Reluctant to give information or mention previous injuries</p> <p>Absent without good reason when their child is presented for treatment</p> <p>Disinterested or undisturbed by accident or injury</p> <p>Aggressive towards child or others</p> <p>Unauthorised attempts to administer medication</p> <p>Tries to draw the child into their own illness.</p> <p>Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault</p> <p>Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids</p> <p>Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.</p> <p>May appear unusually concerned</p>

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Practitioners may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result

about the results of investigations which may indicate physical illness in the child

Wider parenting difficulties, may (or may not) be associated with this form of abuse.

Parent/carer has convictions for violent crimes.

3. Indicators in the family/environment

Marginalised or isolated by the community

History of mental health, alcohol or drug misuse or domestic violence

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

of unpleasant feeding interactions

-The child developing abnormal attitudes to their own health

-Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause

-Speech, language or motor developmental delays

-Dislike of close physical contact

-Attachment disorders

-Low self esteem

-Poor quality or no relationships with peers because social interactions are restricted

-Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted.

The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

-A responsible adult checks the temperature of the bath before the child gets in.

-A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.

-A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Behavioural presentation

Refusal to discuss injuries. Admission of punishment which appears excessive

Fear of parents being contacted and fear of returning home

Withdrawal from physical contact. Arms and legs kept covered in hot weather

Fear of medical help. Aggression towards others

Frequently absent from school. An explanation which is inconsistent with an injury

Several different explanations provided for an injury.

B. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Children are now defined as victims of domestic abuse, even if they have only witnessed it.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying which can lead to more serious abuse and incidents of safeguarding (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Domestic abuse – although this is listed under emotional abuse, the School is aware that domestic abuse of children can also cross over into other forms of abuse

One of the local issues affected families in Abercorn's catchment area is domestic abuse. The School is aware of the negative impact this can have on pupils, whether they are victims by virtue of having witnessed the abuse or having being abused themselves.

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. It can also include coercive control in a relationship. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Harm can include ill treatment that is not physical, as well as the impact of witnessing ill treatment of others. The school will also consider the impact on any siblings within the family, and will communicate this along with any referral, as well as providing appropriate support to the children.

Indicators in the child

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others

Child scapegoated within the family

Frozen watchfulness, particularly in pre-school children

Low self-esteem and lack of confidence

Withdrawn or seen as a 'loner' - difficulty relating to others

Over-reaction to mistakes

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking). Self-harm

Fear of parents being contacted

Extremes of passivity or aggression

Drug/solvent abuse

Chronic running away

Compulsive stealing

Low self-esteem. Air of detachment – ‘don’t care’ attitude

Social isolation – does not join in and has few friends

Depression, withdrawal

Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention

Low self-esteem, lack of confidence, fearful, distressed, anxious

Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

Domestic abuse, including coercive control, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

Abnormal attachment to child e.g. overly anxious or disinterest in the child

Scapegoats one child in the family

Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.

Wider parenting difficulties, may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

Lack of support from family or social network.

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

C. NEGLECT

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

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Indicators in the child

Physical presentation

Failure to thrive or, in older children, short stature

Underweight. Frequent hunger. Dirty, unkempt condition. Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with cold injury

Abnormal voracious appetite

Dry, sparse hair

Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea

Unmanaged / untreated health / medical conditions including poor dental health. Frequent accidents or injuries

Development

General delay, especially speech and language delay

Inadequate social skills and poor socialization

Emotional/behavioural presentation

Attachment disorders

Absence of normal social responsiveness

Indiscriminate behaviour in relationships with adults

Emotionally needy. Compulsive stealing. Constant tiredness

Frequently absent or late at school. Poor self-esteem. Destructive tendencies

Thrives away from home environment

Aggressive and impulsive behaviour. Disturbed peer relationships. Self-harming behaviour

Indicators in the parent

Dirty, unkempt presentation. Inadequately clothed. Inadequate social skills and poor socialisation

Abnormal attachment to the child e.g. anxious. Low self-esteem and lack of confidence

Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene

Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy

Child left with adults who are intoxicated or violent. Child abandoned or left alone for excessive periods

Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

History of neglect in the family. Family marginalised or isolated by the community.

Family has history of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
Lack of opportunities for child to play and learn

D. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation

Urinary infections, bleeding or soreness in the genital or anal areas

Recurrent pain on passing urine or faeces

Blood on underclothes

Sexually transmitted infections

Vaginal soreness or bleeding

Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father

Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

Makes a disclosure.

Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit

Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

Self-harm - eating disorders, self-mutilation and suicide attempts

Poor self-image, self-harm, self-hatred. Depression

Reluctant to undress for PE

Running away from home

Poor attention / concentration (world of their own). Sudden changes in school work habits, become truant

Withdrawal, isolation or excessive worrying

Inappropriate sexualised conduct. Sexually exploited or indiscriminate choice of sexual partners.

Draws sexually explicit pictures

Wetting or other regressive behaviours e.g. thumb sucking

Indicators in the parents

Comments made by the parent/carer about the child.

Lack of sexual boundaries

Wider parenting difficulties or vulnerabilities, may (or may not) be associated with this form of abuse

Grooming behaviour

Parent is a sex offender

Indicators in the family/environment

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Family member is a sex offender

In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 7:

Whistleblowing Policy

Please refer to separate Whistleblowing Policy contained within the Employment Manual



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 8:

Safer Recruitment

Please refer to the separate 'Recruitment, Selection and Disclosure Policy and Procedure'



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 9:

Front Hall Notice




Updated	Review Date	Version
September 2023	September 2024	2023.02



Safeguarding at Abercorn School

At Abercorn School, safeguarding the children in our care is of the utmost priority

Our safeguarding team is:

	<p>Headmaster and Designated Safeguarding Lead (DSL) Christopher Hammond</p>
	<p>Deputy Designated Safeguarding Lead (DDSL) Senior School pupils Laurence Séguier</p>
	<p>Deputy Designated Safeguarding Lead (DDSL) Lower School Rebecca Stewart</p>

The Safeguarding Team also links with:

Westminster consultation line

Tel: 020 7641 4000

Local Authority Designated Officer (LADO) for Westminster Council

020 7641 7668

Out of hours emergency duty team:

020 7641 6000

Designated Safeguarding Governor:

Andrea Greystoke

Chair of Governors: John Clarke

WHAT TO DO IF A DISCLOSURE IS MADE TO YOU:

- Find a quiet place to talk to the child.
- Make notes on all that is said: include time, date, venue and observations of the child's behaviour.
- Listen to the child, find out what they want from you.
- Assure the child, be supportive.
- Do not ask any leading questions.
- Let the child know that you will have to inform a member of SLT and other action may be taken.
- Report immediately to a member of the Designated Safeguarding Team, even if offsite and complete Record of Concern Form by hand and attach original notes.

REMEMBER THAT THE DISCLOSURE IS CONFIDENTIAL AND INFORMATION IS ONLY TO BE SHARED WITH THE DESIGNATED SAFEGUARDING TEAM



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 10:

*Non-Collection Procedure
Staff document*

Updated	Review Date	Version
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NON-COLLECTION PROCEDURE

1. Statement of intent

In the event that a child is not collected by an authorised adult at the end of a school day, the school puts into practice agreed procedures.

These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

2. Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

3. Methods

Parents are asked to provide specific information which is recorded on our Registration Form and stored in our School Information system.

This includes:

- *home address and telephone number*
- *place of work, address and telephone number (if applicable)*
- *mobile telephone number (if applicable)*
- *information about any person who does not have legal access to the child*
- *any person who has parental responsibility for the child.*

Parents are asked to make the School aware that if they will not be at home or in their usual place of work, they provide the School with a set of alternative contact details. These will be held by the School Office and/or the Group Teacher.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they must give the name of the person who will be collecting their child to the Office or to the Class Teacher who will dismiss the children. We will agree with parents how to verify the identity of the person who is to collect their child.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can initiate appropriate procedures. We also inform parents that in the event that their children are not collected from school by an authorised adult and that the staff can no longer supervise the child on our premises; we will apply our child protection procedures as set out in our Safeguarding and Child Protection Policy and Procedures.

If a child is not collected at the expected time:

During the Summer Term 2021, these times vary, according to the staggered finish time and flexible After School Club we are offering parents.

- *11:45am or 3:30pm for Nursery,*
- *3:00pm for Pre-Reception,*
- *3:10pm for Reception,*
- *3:25pm for Year 1*
- *3:50pm for Year 2, 3 and 4*
- *3:55pm for Years 5, 6, 7, 8, 9 and 10*

- 4:30pm for Pre-Reception-Year 3 and 5pm for Years 4-8 using After School Club
- Offsite clubs may differ from these times, to the procedures will be followed if a child is not collected when the club concludes.

The following procedures will be followed:

- *The Office Staff will be asked if there is any information about changes to the normal collection routines.*
- *If no information is available, parents/carers will be contacted at home or at work.*
- *If this is unsuccessful, the adults who are authorised by the parents to collect their child from the school and whose telephone numbers are recorded on the school information system will be contacted.*
- *All reasonable attempts will be made to contact the parents or nominated carers.*
- *The child will not leave the premises with anyone other than those named on the Information system or who have been approved by direct contact with Parents.*
- *If no-one collects the child after all reasonable attempts have been made, then the staff on duty should stay with the child until the end of their duty time and contact a member of the Senior Leadership Team. Once a Senior Leader is with the child, they will act in the most appropriate way including looking after the child until a carer has been contacted.*

This may also include contacting the Westminster Access Team.

A full written report of the incident is recorded in the child's file.

Depending on circumstances, we reserve the right to charge parents for the additional hours.



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 11:

Children Absent from Education

Updated	Review Date	Version
September 2023	September 2024	2023.02

Children in Education

Abercorn School refers to the DfE guidance, Children missing (now referred to as absent) in Education – Statutory guidance for local authorities September 2016.

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

And also to Westminster's Children Missing in Education Officer's documentation, copies of which are held by the School Office.

Parents' responsibilities

Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education.

Schools' responsibilities

Abercorn School will enter pupils on the **admission register** at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity. The School will also monitor and investigate any patterns of repeat or prolonged absence).

Abercorn School will notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply at standard transition points – where the pupil has completed the school's final year – unless the local authority requests for such information to be provided.

It is important that the school's admission register is accurate and kept up to date.

Abercorn School regularly encourages parents to inform them of any changes whenever they occur, through our existing communication channels such as regular emails and newsletters. This will assist both Abercorn School and the local authority when making enquiries to locate children absent from education.

Abercorn School will monitor pupils' attendance through their daily register. We advise the local authority of the details of pupils who fail to attend regularly, or have missed ten school days or more, or whose attendance drops below 90%, without permission. Abercorn School monitors attendance closely and we address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for ten consecutive school days, the pupil may be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

The local authority is informed of any pupil who is going to be deleted from the admission register under any of the grounds set out in the Education Regulations 2006 as soon as the ground for deletion is met but no later than deleting the pupil's name from the register, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing

education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. Some of the reasons are where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the chair of governors does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The School supports the Westminster Safeguarding Children Partnership, having regard to their revised guidance to identify children not receiving a suitable education document through their *Children Missing from Education: Guidance 2017-18* (available to view in the officer, filed under Safeguarding). The CME Officer can be contacted on:

Gideon Mpalanyi

Tel: 020 7641 5355

Email: Gideon.Mpalanyi@rbkc.gov.uk or iass@westminster.gov.uk

Post: IASS, 1st Floor, 215 Lisson Grove, London NW8 8LF

Abercorn School will investigate any unexplained absence as part of our safeguarding duty.



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 12:

Extra Guidance on Prevent duties

Updated	Review Date	Version
September 2023	September 2024	2023.02

PREVENT POLICY

The National Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. Abercorn School, working with other local partners, families and communities, seeks to play a key role in ensuring that the children and young people who attend the schools/ settings or use its services are safe from the threat of terrorism. Prevent is part of the school's wider responsibility for Safeguarding and this policy is therefore linked to the school's Safeguarding and Child Protection policy and Procedures.

The Prevent strategy identifies that young people are more likely to be susceptible to violent extremist or terrorist narratives, including non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Government's Prevent Strategy defines extremism 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 believe that Abercorn School should be a safe place where children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology, and learn how to challenge such ideas.

In order to fulfil our Prevent Duty, we undertake to do the following:

- Actively promote Fundamental British Values, including mutual respect, tolerance and democratic participation, the rule of law and individual liberty, as part of our wider PSHCE programmes as well as within other subject areas and assemblies; teach children to learn what is right and wrong, learn to take turns.
- Challenge negative attitudes and stereotypes
- Respect learner and staff diversity, encouraging freedom and openness;
- Assess the risk of children in our schools/ settings/ activities being drawn in to terrorism;
- Maintain robust safeguarding policies, which take into account the policies and procedures set out by Westminster Safeguarding Children Partnership and identify extremism/ radicalisation as issues to be reported promptly to the Designated Safeguarding Lead.
- Train staff so that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Conduct due diligence checks on groups/ individuals seeking to hire or use school premises;
- Conduct due diligence checks on visitors to school, particularly visiting speakers, whether invited by children or staff;
- Conduct due diligence checks on contractors working on the school sites;
- Ensure children are safe from terrorist and extremist material when accessing the internet in School;
- Review our policies annually.

Possible Indicators of Risk

- Racist graffiti/ symbols/ comments made in School;
- Speaking out or writing in favour of extremist ideas in school work;
- Extreme comments shared on social media;
- Distribution of extreme or terrorist propaganda among other pupils;
- Susceptible students being influenced by others (although we are aware of a need to avoid over-simplified assessments of who might be susceptible), because of the existence of one or more factors, which may include:
 - An identity crisis, involving an individual's distance from their cultural/ religious heritage, including peer/ family/ faith group rejection;

- A personal crisis, including family tension/ social isolation/ friendship issues; ○ Personal circumstances, such as migration, experience of racism; ○ Un-met aspirations;
- Criminality;
- Experience of poverty, disadvantage, discrimination or social exclusion;
- Association with those known to be involved in extremism (including via the internet);
- A significant shift in the child/ young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group;
- Travel for extended periods of time to international locations known to be associated with extremism;
- Disguising of a child's identity, e.g. in documentation;
- A simplistic or flawed understanding of religious/ political/ global issues;
- A significant adult or other in the child/ young person's life who has extremist views or sympathies;
- Critical risk factors, being:
 - Contact with extremist recruiters;
 - Articulation of support for extremist causes/ leaders;
 - The possession of extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Membership of extremist organisations.

Supportive Interventions

- Channel is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.
- Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:
 - Anti-terrorist hotline: 0800 789 321
 - Crime stoppers: 0800 555 111
 - Relevant police force: 101
 - www.gov.uk/report-suspicious-activity-to-mi5
- To report any online terrorist-related material: www.gov.uk/report-terrorism
- The Local Authority Prevent Lead is Kiran Malik, who can be contacted on:
 - Telephone: 020 7641 5071
 - Email: kmalik@westminster.gov.uk
- The Local Police Prevent Lead is the local police station, who can be contacted on 101 (the non-emergency police number).
- The Local Authority CME Officer (Children Missing Education) can be contacted on 020 7641 5355 or on email at Gideon.Mpalanyi@rbkc.gov.uk or iass@westminster.gov.uk.
- The DfE contact details for non-emergency advice for staff and governors is 020 7340 7264 and counter-extremism@education.gsi.gov.uk



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 13:

Extra Guidance on Nudes and Semi-nudes

Updated	Review Date	Version
September 2023	September 2024	2023.02

Sharing of nudes and semi-nudes

The following guidance is written with reference to the *UKCCIS Guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)* which replaced *Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)*.

Although Abercorn School does not allow pupils to bring mobile phones into school until Year 7, it is always possible that a pupil may bring a device into school without permission, therefore staff and pupils should be aware of the consequences of sharing nudes or semi-nudes. Year 7 and above mobiles are handed in and stored in the office until the end of the day.

The sharing of nudes or semi-nudes can be defined as images or videos generated by children under the age of 18 or of children under the age of 18 that are of a sexual nature or are indecent. These are also referred to as Youth Produced Sexual Images or nudes of semi-nudes.

It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1998. Under this legislation it is a crime to:

- Take an indecent photograph or allow an indecent photograph to be taken
- Produce an indecent photograph
- Download or opening an image that has been sent via email
- Distribute or show such an email
- Possess with the intention of distributing images
- Advertise and possess such images

Any decision to charge individuals for such offences is a matter for the Crown Prosecution Service, and whilst it is unlikely to be considered in the public interest to prosecute children, young people need to be aware that they may be breaking the law.

Staff should respond to any disclosure relating to sharing nudes or semi-nudes in the same way they would in any other safeguarding disclosure (See Appendix 3 Quick Reference Guide) and must not ask the child to disclose further information. However, the following points should also be noted:

Staff may **confiscate** an electronic device if they think there is good reason for doing so. However, any **search** of that device should be conducted by a member of the SLT and another DSL/DDSL, in the case of suspected illegal images, who are also members of the same sex.

Staff:

- Must explain to the child disclosing that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).
- Must never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If an image has been seen accidentally, staff will inform the DSL.
- Staff should not delete, or ask the young person to delete the image.
- Must not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Must not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Must not say or do anything to blame or shame any young people involved.

An image that has been **shared across a personal mobile device** should not be viewed unless there is a clear reason to do so (such as a belief that a young person is at risk of physical or emotional

harm); an image that has been **shared across a school network, a website or a social network** should only be viewed within the protocols outlined herein

If indecent images of a child are found, the relevant DSL and DDSs will agree a course of action, which will include some or all of the following:

- Store the device securely
- Contacting Westminster Safeguarding
- Carry out a risk assessment in relation to the young person
- Contact the LADO for advice and police if the allegation is against a member of staff
- Make a referral if needed
- Put the necessary safeguards in place for the student (which may include counselling)
- Inform parents and/or carers about the incident and how it is being managed (although this will depend on the nature of the image and the family circumstances of the young person)



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

APPENDIX 14:

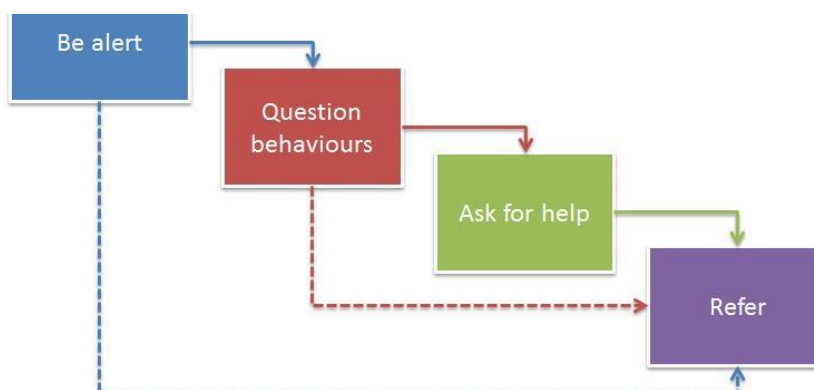
Notice for staff toilet doors

Updated	Review Date	Version
September 2023	September 2024	2023.02



Safeguarding Children – everyone’s responsibility

We take Safeguarding very seriously to ensure all children are safe. Here are some points of contact which you might find helpful.



If concerned about a child, contact Abercorn DSLs or contact the MASH to report or ask for advice:

Westminster Safeguarding: 020 7641 4000

Westminster Out of Hours Emergency Duty Team: 02076416000

Online: <https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers>

In case an allegation is made against a member of staff, contact the LADO to report or ask for advice.

LADO for Westminster Council: 020 7641 7668

Online: <https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers>

Police Dial: 999

If there is an emergency, always call 999, for police purposes, an emergency is when:

- There is a danger to life
- There is a risk of serious injury
- A crime is in progress or about to happen
- An offender is still at the scene

They aim to arrive at emergencies within 10 minutes

Non-emergency: 101 or 0345 1135000

- To report a crime or anti-social behaviour
- To contact your local police station
- To get police assistance in a non-emergency way
- For general queries