



The Mall School

Safeguarding Policy and Child Protection Procedures

Revised September 2016

Annual review June 2017

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Key personnel and contact details at The Mall School

Role	Name	Contact Details
Designated Safeguarding Lead (DSL) Assistant Head (Pastoral)	Mrs Fenella Scott	pastoral@themallschool.org.uk 020 8614 1097 (x1217)
Designated Safeguarding Officer (DSO) Head of Juniors	Mrs Juliet Tovey	headofjuniors@themallschool.org.uk 020 8614 1095 (x1215)
Child Protection Governor Deputy Head Hampton School	Mr Owen Morris	O.Morris@hamptonschool.org.uk
Headmaster of the Mall School	Mr David Price	admin@themallschool.org.uk

Key External Agencies, Services and Professionals' Contact Details		
Single Point of Access (SPA) Richmond's Initial Response Team	Civic Centre 42 York Street Twickenham TW1 3BW	020 8891 7969 (8am – 6pm) 020 8770 5000 out of hours/weekends spa@richmond.gov.uk
Initial Response Teams' contact details covering catchment areas	Chiswick/Hounslow area Kingston	020 8583 3400 020 8547 5888
Local Safeguarding Children Board www.richmond.gov.uk/local safeguarding children board	1 st Floor Civic Centre 42 York Street Twickenham TW1 3BW	020 8831 6323 email: maha.gadher@achieving for children.org.uk or lscb- support@achievingforchildren.org.uk
Local Authority Designated Officer (LADO)		020 8831 6008 lado@richmond.gov.uk
Police Child Abuse Investigation Team	Feltham Station 34 Hanworth Road, Feltham TW13 5BZ	020 8891 7969
LSCB Independent Chair Deborah Lightfoot		deborah.lightfoot@richmond.gov.uk
LSCB Professional Adviser Elisabeth Major Kingston LSCB Richmond LSCB	1 st Floor Civic Centre 42 York Street Twickenham TW1 3BW	020 8547 6537 Mobile: 07833481774 elisabeth.major@achievingfor children.org.uk
LSCB Business Support Officer Katia Kerekesova	1 st Floor Civic Centre 42 York Street Twickenham TW1 3BW	020 8891 7849 Mobile: 07469 100 486 email: katia.kerekesova@achievingfor children.org.uk
Child and Family Consultation Service	Richmond Royal Hospital Kew Foot Road, Richmond TW9 2TE	020 8772 5661
Principal Manager Safeguarding and Family Support	Civic Centre 42 York Street Twickenham TW1 3BW	020 8891 7961
NSPCC		0808 800 5000 or TEXT 88858
NSPCC Whistleblowing Helpline		0800 028 0285
'Prevent' contacts		DFE 020 7340 7264 counter.extremism@education.gsi.gov.uk
The Disclosure and Barring Service (DBS)	PO BOX 181 Darlington DL1 9FA	0132 5953 795

1. Introduction

The Mall School is committed to safeguarding and expects all staff and volunteers to share this commitment. The Mall School recognises it has responsibilities under *Section 87 of the Children Act 1989*, *Section 157 of the Education Act 2002* and the Education (Independent Schools Standards) (England) Regulations 2014 (*as amended*) and any guidance by the Secretary of State to have arrangements in place to safeguard and promote the welfare of children.

Safeguarding is defined for statutory purposes as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Although the words 'Safeguarding' and 'Child Protection' are often used interchangeably, they have different meanings.

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including pupils' health and safety, meeting the needs of children with medical conditions, providing first aid, educational visits, internet or e-safety and school security.

Child Protection is part of safeguarding and promoting welfare. It refers to the procedures and activity undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm.

This policy (which includes all sections and appendices) has been authorised by the Board of Governors, is addressed to all members of staff, governors and volunteers, is available to parents on request and is published on the School website. It applies wherever staff or volunteers are working with pupils even where this is away from School, for example on an educational visit.

In this policy **Staff** refers to **all** those working for or on behalf of the school: full and part-time teaching and non-teaching staff, support staff, contractors and members of the Board of Governors in either a paid or voluntary capacity.

The School has a 'Designated Safeguarding Lead' referred to in this policy as **DSL** and a 'Designated Safeguarding Officer' referred to as **DSO**. Their responsibilities are outlined in Appendix 3.

2. Policy Statement, Principles and Aims

2.1. Policy Statement

The Mall School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and young people. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

The School's Safeguarding Policy and Child Protection Procedures has been written with regard to the following legislation and statutory guidance: *The Children Act 1989*, *The Children Act 2004*, *Keeping Children Safe in Education 2016*, (**KCSIE**), *Working Together to Safeguard Children 2015* and the *Prevent Duty Guidance March 2015* and has been authorised by the Governing Body of the School.

Keeping Children Safe in Education 2016 provides that the inspection of independent schools will ensure that the Independent School Standard (ISS) which concerns the welfare, health and safety of children is met.

There are two main elements to the Mall School's Safeguarding Policy:

- Procedures to ensure we are alert to the signs of abuse and neglect and that we deal with the cases of abuse appropriately
- Guidance for Staff in recognising abuse

In addition there are the following appendices:

- Appendix 1: Types and signs of abuse

- Appendix 2: Body map for indicating marks and bruises
- Appendix 3: The Responsibilities of the Designated Safeguarding Lead and Officer
- Appendix 4: The Prevent Duty: preventing radicalization and extremism
- Appendix 5: Log of concern about a child's safety and welfare

2.2. Policy Principles

- The School will ensure that the welfare of the child is given paramount consideration when developing and delivering all school activities.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- All staff must read KCSIE Part 1 as they have an equal responsibility to act, in accordance with this policy and procedures and KCSIE, on any suspicion, concern or disclosure that may suggest a child is at risk of harm. The Governing Body will ensure that mechanisms are in place to assist staff in their understanding of KCSIE so they can 'discharge their role and responsibilities' and appropriate support is given.
- Pupils and staff involved in child protection issues will receive appropriate support

The Mall School will take all reasonable measures to:

- ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in KCSIE and the Education (ISS) Regulations 2014 (as amended). See also the School's **Safer Recruitment** policy.
- ensure that where staff from another organisation are working on their own with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff;
- follow the inter-agency procedures of the Richmond Safeguarding Children Board (**RSCB**);
- be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
- deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his agreed child protection plan;
- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- be alert to the medical needs of children with medical conditions;
- operate robust and sensible health and safety procedures;
- teach pupils about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum;
- take all practicable steps to ensure that School premises are as secure as circumstances permit;
- have procedures in place for dealing with children that go missing in education;
- as early as possible, identify and take action when pupils need help;
- be alert to the threats of specific safeguarding issues as outlined by KCSIE 2016, such as Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) (teachers have a statutory duty to report to the police as well as the DSL where they discover that FGM appears to have been carried out on a girl under 18) online grooming, gender -based violence and honour-based violence;
- have procedures in place to fulfil the School's Prevent duty, to identify children at risk of radicalisation and extremism, protect them and make referrals as appropriate;
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children such as recognising the vulnerabilities of children with SEND and keeping them safe;
- have regard to the guidance issued by the Secretary of State for Education in accordance with section 157 of the Education Act 2002 and associated regulations;
- work with other agencies wherever such work is needed to ensure adequate arrangements to identify, assess and support children who are suffering significant harm or who may suffer significant harm without appropriate intervention. The School will work with Richmond Children's Social Care Services (**CSC**), the police, health and other services to promote the welfare of children and to

protect them from harm.

2.3. Policy Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the School.
- To demonstrate the School's commitment with regard to safeguarding to pupils, parents and other partners.

2.4. Policy Monitoring and Review

The full Governing Body will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date or review. The Governing Body and Senior Leadership Team recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunities are provided for staff to contribute to The Mall School's safeguarding arrangements and child protection policy.

Any child protection incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Governing Body. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

Where an incident involves a member of staff, the Local Authority Designated Officer (LADO) will assist in this review to determine whether any improvements can be made to the School's procedures.

The outcome of the annual review by the DSL will be reported to the full Governing Body who will review this Policy and the implementation of its procedures, including good co-operation with local agencies. The Governors will consider the proposed amendments to the Policy, before giving the revised Policy its final approval. Minutes recording the review by the Governing Body will be made.

3. Roles and responsibilities in Managing Safeguarding and Child Protection

3.1. Role of the Designated Safeguarding Lead

- The School's Governing Body has appointed two members of the Senior Leadership Team with the necessary status and authority to be Designated Safeguarding Lead (DSL) and Designated Safeguarding Officer (DSO). The Assistant Head (Pastoral) is DSL. The Head of Juniors as DSO is responsible for safeguarding children from Reception to Year 3 and the DSL is responsible for safeguarding children in Years 4-8. They have primary responsibility for matters relating to child protection and safeguarding. The lead role of the DSL should not be delegated.
- The DSL and DSO shall be given the time, appropriate cover arrangements, funding, training, resources and support to enable them to support staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.
- Parents are welcome to approach the DSL and DSO if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the child's form teacher or the Headmaster who will notify the DSL in accordance with these procedures.
- The DSL and DSO undergo training every two years. They also keep up-to-date with safeguarding developments via emails, bulletins from RSCB and attend a refresher course at least annually.
- The main responsibilities of the DSL and DSO are set out in Appendix 3.

3.2. Role of the Governing Body (GB)

The role and responsibilities of the Governing Body in the management of safeguarding are outlined in Part 2 of KCSIE.

The School's Governing Body:

- nominates one governor, currently Mr Owen Morris, to liaise with the School and oversee safeguarding matters, reporting directly to the GB. It is the responsibility of the full GB to annually review the Safeguarding Policy;
- ensures a DSL is in place, appointed from the Senior Leadership Team; recognises the importance of the role of the DSL and DSO; supports them and ensures the training necessary to be effective is undertaken;
- ensures that there are safe and effective recruitment policies and disciplinary procedures in place; **(See Safer Recruitment Policy)**
- recognises the contribution the School can make to helping children keep safe through PSHE and other curriculum and co-curricular areas;
- ensures all staff members undergo safeguarding and child protection training at induction;
- ensures that the School's safeguarding arrangements take into account the procedures and practice of the LCSB;
- ensures that the School's computer system has appropriate filters and that appropriate monitoring systems are in place but are mindful that 'overblocking' does not lead to unreasonable restrictions to what children can be taught with regards to online teaching and safeguarding.

3.3. Role of all Staff

All staff have a statutory duty to:

- Protect children from abuse and provide a safe environment in which children can learn.
- Be aware of systems in place to support safeguarding; these include the guidance outlined in the Staff Handbook, KCSIE and related policies, and to receive regular safeguarding refresher training as and when required (at least annually) to keep up with any relevant safeguarding and child protection developments. The training will be in accordance with Richmond SCB and will include local inter-agency working principles.
- Have read Part 1 KCSIE and Annex A and are familiar with the terms and procedures in this Policy.
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed.
- Understand the role of the DSL and report any matters of concern to the DSL or DSO.
- Be aware of the 'Early Help' process and understand their role in it.
- Be aware of the process for making referrals to Children's Social Care. The School's child protection procedures do not prevent any person from making an immediate referral to Children's Social Care, especially where they are concerned that a child is suffering or is likely to suffer significant harm.

3.4. Early Help

- All staff should be able to identify children who may benefit from early help.
- Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years to the teenage years.
- The early help process includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and, in some cases, acting as the lead professional in undertaking an early help assessment.
- In the first instance, staff should discuss early help requirements with the DSL or the DSO. Staff may be required to liaise with other agencies and professionals in an early help assessment. The DSL will support the staff member in setting up an inter-agency assessment, if appropriate.
- If early help or other support is appropriate the case should be kept under constant review and consideration. A referral may be given to CSC if the child's situation does not seem to be improving.

4. Safeguarding Training

4.1. Induction

It is important that all staff (as defined in the introduction) have training to enable them to recognize the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff will receive training on appointment, as part of their induction, which is overseen by the DSL and which includes:

- The Mall School's Safeguarding and Child Protection policy
- The Staff Handbook
- A copy of Part 1 KCSIE 2016
- The identity and contact details of the DSL and DSO
- Prevent online training
- Child Protection training in accordance with RSCB procedures
- A copy of *'What to do if you're worried a child is being abused'* March 2015

All staff will be required to sign to confirm they have read, understood and agreed to comply with the requirements outlined in these documents.

4.2. Child Protection training

All staff, including the Headmaster, will receive a copy of this policy and Part 1 of KSCIE 2016 and will be required to confirm that they have read these.

Annex A in KCSIE is designed to elicit key information for those staff working directly with children and who need more detailed safeguarding guidance in addition to that provided in Part One. Annex A will be provided to those staff members who directly engage with pupils.

All staff members will undertake child protection training at appropriate levels as and when required (at least annually) to keep up with any relevant safeguarding and child protection developments in accordance with the RSCB guidance. Such training, when arranged, takes priority over all other commitments. Staff are trained when they take up their posts at the School. All staff members will receive safeguarding and child protection updates to provide them with the relevant skills and knowledge to safeguard children effectively.

4.3. DSL training

The DSL and DSO have undertaken Child Protection Level 3 training and training in inter-agency working at two-yearly intervals. In addition the DSL and DSO keep up-to-date with any developments by attending refresher courses and regularly meeting with other DSLs at the Independent Schools' Safeguarding Meeting.

All training is carried out in accordance with Richmond Safeguarding Children Board (RSCB)

5. Detection, Concerns and Disclosure

- Teachers and non-teaching staff working at The Mall School have a vital role to play in both the prevention and detection of abuse. Detection of abuse often depends in the first instance, on suspicion. Staff are in a unique position to observe children's behaviour over time, and often develop close and trusting relationships with pupils. Staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in School, appears unusually distressed, confused or disturbed.
- It is important that all staff understand their responsibility to identify, act on and refer the early signs of abuse and neglect; keep clear written records; listen to the view of the child, reassess concerns

when situations do not improve; share information quickly and challenge inaction.

- All staff at The Mall are expected to comply with statutory guidance *Working Together to Safeguard Children* March 2015 unless exceptional circumstances arise.
- If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to Children's Social Care (CSC).
- Other options could include referral to specialist services or early help services and should be made in accordance with the procedures set by Richmond SCB.
- If a child is in immediate danger or is at risk of harm a referral should be made to CSC and /or the police immediately. Anyone can make a referral. If the DSL has not made the referral, the DSL must be informed as soon as possible that a referral has been made.

See Page 3 for contact details

See Page 13 for more detail on Child Protection Procedures

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

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

5.2. Dealing with allegations against Staff, Governors and volunteers

- The School has procedures for dealing with allegations against staff, Governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in the School's '**Allegations of abuse made against teachers and other staff**' policy which follows Part 4 of KCSIE 2016

- If an allegation is made against a member of staff or volunteer, the School's priority will be to achieve a quick resolution of that allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation. All such allegations must be dealt with as a priority without delay.
- The LADO will be informed immediately and in any event within one working day of all allegations against staff, Governors and volunteers.
- Detailed guidance is given to staff and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Handbook and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings.

5.3. Whistleblowing

- The School's separate Whistleblowing Policy sets out the procedures for reporting wrongdoing by staff in the workplace or failures to properly safeguard the welfare of pupils. It is important that all staff are aware of the procedures and that there is a culture in the School that enables safeguarding concerns to be raised.
- Where a member of staff feels unable to raise an issue with an employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.
- The NSPCC whistleblowing helpline is available for this purpose. **0800 028 0285**. The line is available from 8.00am to 8.00pm Monday to Friday. Email: **help@nspcc.org.uk**

5.4. Allegations Against Pupils

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

5.5. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable distress and/or anxiety. See also The Mall School **Anti-Bullying Policy** for further information.

Bullying behaviour can raise safeguarding concerns, and when it does so procedures in this policy will be followed.

5.6. Notifying Parents

Where appropriate, parents will be kept informed, of any action to be taken under these procedures. However, there may be circumstances when, in support of a child about whom there are concerns (including relating to terrorism), the DSL will need to consult the Headmaster, the LADO, CSC and / or the police before discussing details with parents.

6. Teaching pupils about Safeguarding

- The School promotes the welfare of children through the assemblies programme and through the Personal, Social, Health and Education programme (PSHE). Pupils in Year 6 attend LBRUT's Junior

Citizen Day where they learn to increase their safety and to accept responsibility for keeping each other safe. Opportunities are given for discussion in Form Tutor periods and the Pupil Council.

- Mall School homework diaries from autumn 2017 contain useful information about safeguarding for pupils in Years 4-8.
- The PSHE programme covers issues that play a part in safeguarding children such as anti-bullying, internet safety, personal safety, recognising feelings, dealing with issues and drug awareness. The NSPCC's 'Speak out, stay safe' module is covered in a structured programme in the Autumn Term.
- Online safety sessions are presented to parents and pupils by visiting speakers.
- Pupils are taught through a broad and balanced curriculum how to keep themselves safe and are given the information to avoid situations and persons, including over the internet and mobile technology, which/who could lead them into harm.

7. Safeguarding Record Keeping at The Mall School

- Safeguarding records are kept securely locked. Safeguarding files contain all reports, notes and correspondence referring to a child.
- Safeguarding information is confidential and should not be kept on the child's school file. Parents do not have automatic access to the safeguarding file.
- Schools should be notified by CSC when a child on the safeguarding register starts the school, or if a pupil's name has been placed on the register, or if removed from the register. If a safeguarding file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college. The information should be sent under separate cover to the School file, in a sealed envelope to the Headmaster, marked 'Strictly Confidential'.
- Not all safeguarding information results in a referral. A record is made of any information, including hearsay and 'nagging doubts'. This information should be passed to the designated person so that it can all be kept together.
- Access to the information on file is on a need-to-know basis. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount.
- All information must be shared with CSC and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm. Safeguarding information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc.

8. Photography and Images

- Parents are informed that the School will include some photographs or images of pupils in the School's promotional material. We shall not disclose details such as the home address of the child without parents' consent. Parents who do not want their child's name or photograph or image to appear in any of the School's promotional material must make sure that their child knows this and must write immediately to the Headmaster stating this and request an acknowledgement of their letter.
- Staff must not take pictures of the children attending the School using their mobile phones. Only the School's equipment may be used to take photographs or videos of children. For any staff working with Reception boys, while they are on duty, mobile phones must be stored in the office either at Mall Infants or on the main school site. For any staff working with Reception boys, mobile phones must be stored in the office either at Mall Infants or on the main school site.
- When photographs of pupils are published we use only the child's first name with an image unless parents have consented for the pupil's full name to appear next to the image.
- From time to time professional photographers are invited into the School to take group photographs or pictures of significant events.
- Parents and family members may take photographs, digital images or videos of boys either on the School site or when pupils are involved in organized activities off site. These may include images of

other pupils. To respect the privacy of others and in some cases for protection purposes, these images should not be made publicly available on social networking sites or on other public areas of the internet.

- Parents should not take photographs of their son or fellow pupils in the swimming pool or changing rooms.
- If a pupil appears to be worried by someone taking photographs of them or the behaviour of the adult taking images seems unusual, staff must report the matter to the DSL as soon as possible to allow the concern to be followed up. The police will be informed in cases of serious concern.
- Flash photography can cause distress or can trigger seizures in those with medical conditions and therefore should not be used.

9. E- safety

- Mobile devices and computers are a source of education, communication and entertainment. However, we know that some adults and young people may use these technologies to harm children. The harm might range from sending hurtful or abusive texts, messages and emails, webcam filming and photography, to enticing children to engage in sexually harmful conversations online, to be at risk of radicalisation or face-to-face meetings. It is essential that children are safeguarded from potentially harmful and inappropriate online material.
- Pupils receive guidance on cyber safety through our PSHE programme, assemblies and visiting speakers. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- The School has filters in place and monitoring systems in place which protect children from online abuse without 'overblocking' or imposing unreasonable restrictions as to what they can be taught through working online.
- Chat rooms and social networking sites are sources of risk of inappropriate and harmful behaviour, and some children will undoubtedly be 'chatting' on mobile or social networking sites at home. Staff recognise that children are capable of abusing their peers via mobile technology and chat rooms, and that this will not be tolerated or passed off as 'banter'.
- See also **The Mall School ICT policy** and **Anti-Bullying Policy** for further information.

10. Missing Child Procedures

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

See the information in **Appendix 1** for further details.

11. School trips and off-site arrangements

During School trips and off-site activities, the School's normal Safeguarding Policy and Procedures apply.

When our children attend off-site activities, including those abroad on School trips, we will check that effective child protection arrangements are in place.

All Staff are bound by the School's **Health and Safety of Pupils on Educational Visits** policy when arranging and organising off-site trips.

12. Secure School Premises

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

See: **Pupils' Health, First Aid and Security** policy for more detailed information.

13. Visiting speakers

The School must ensure all Visiting Speakers (i.e. visitors to the School who give talks, seminars, and practical workshops) are suitable and appropriately supervised.

Staff responsible for a Visiting Speaker are reminded that all visitors to the School must be:

- signed in and badged at Reception on arrival and their ID checked;
- collected from Reception by a member of staff;
- supervised at all times while on the School site by the member of staff responsible for the visit. In particular, visiting speakers must never be placed in a position of being alone with pupils.

14. Safer Recruitment

The School is committed to safer recruitment, for which the ultimate responsibility lies with the Governing Body. See **Recruitment of Staff policy** for further details.

15. Preventing Radicalism

- The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including schools, to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty').
- Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.
- The DSL is the School's point of contact to oversee and coordinate the implementation of the School's Prevent duty. The DSL undertakes Prevent awareness training and is able to provide advice and support to other members of staff. The School will work with Richmond LSCB and make referrals, where appropriate, through the Channel programme contacts (see P. 2 for DFE contact details).
- The School helps to protect children from extremist views in many of the same ways that they help to safeguard children from other dangers. This will be through staff training to make them aware of the risks and through PSHE lessons.
- Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Further information on preventing radicalisation and extremism, including examples of indicators of pupils who can be vulnerable to radicalisation, can be found in Appendix 4 of this policy.

16. Children with special educational needs and disabilities (SEND)

Children with special educational needs and disabilities can face additional safeguarding challenges.

Staff are aware of the children who have been identified as having a special educational need, as defined by the SEN code of practice 2014. They are supported in their teaching by the SENCO who provides training for teaching staff and Individual Education Plans for those with a diagnosed condition. Children with SEND may display characteristics in their behaviour, moods or injuries that may also be indicators of abuse and neglect. Any indicators of possible abuse are to be identified early to the DSL and DSO and not assumed to be related to a child's SEND. Children with SEND can be disproportionately impacted by things like bullying and if a child has difficulties communicating with adults this can also prevent a child disclosing a concern.

Staff receive regular training from the SENCO. See **SEN and Learning Support** policy.

17. Child Protection Procedures

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone who comes into contact with children and their families has a role to play in safeguarding children.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child – centred. This means that they should consider, at all times, the best interests of the child.

It is important that a child at risk receives the right help at the right time, in order to address the risks and prevent matters escalating.

Effective safeguarding systems are those where:

- the pupil's needs are paramount
- all Staff understand that the needs and wishes of each child should be put first so that every child receives the support they need before a problem escalates;
- all Staff are alert to a child's needs and the risks of harm abusers may pose to children
- all Staff share appropriate information in a timely way and discuss any concerns about an individual to colleagues and LSCB
- qualified and experienced professionals contribute to whatever outcomes are needed to safeguard and promote a child's welfare and take part in reviewing the outcomes for the child against specific plans.

17.1. Defining harm and significant harm

- The Children Act 1989 defines 'harm' as "ill-treatment or the impairment of health or development". Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical. Impairment can also include hearing or seeing the ill-treatment of another. Health means physical or mental health and development means physical, intellectual, emotional, social or behavioural development.
- According to *Working Together to Safeguard Children 2015* **significant harm** refers to "the threshold that justifies **compulsory intervention** in family life in the best interests of children, and gives LAs a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm".

Working Together lists the following as factors to consider in understanding and identifying significant harm:

- The nature of harm, in terms of maltreatment or failure to provide adequate care;
- The impact on the child's health and development;
- The child's development within the context of their family and wider environment;
- Any special needs, such as a medical condition, communication impairment or disability, that may affect the child's development and care within the family;
- The capacity of parents to meet adequately the child's needs; and
- The wider and environmental family context.

The legislation, however, does not define the line between 'harm' and 'significant harm'. As a practitioner, you should give 'significant' its ordinary meaning (i.e. considerable, noteworthy or important). The child's particular characteristics also need to be taken into consideration. Whether the harm is significant is determined by comparing the child's health and development with what could reasonably be expected from a similar child.

17.2. What to do if you suspect a child is at risk of significant harm

If a member of Staff is concerned that a pupil may be suffering significant harm or is at risk of significant harm, the matter should be referred to the DSL or the DSO (with Reception to Year 3 children or in the absence of the DSL) as soon as possible.

If there is a risk of immediate serious harm to a child a referral should be made to Children’s Social Care immediately: 020 8891 7969. In an emergency dial 999 and request the appropriate emergency service.

Anyone can make such a referral.

If anyone other than the DSL makes the referral they should inform the DSL as soon as possible. The Local Authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up the referral should that information not be forthcoming.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Use the RECORD of CONCERN form in Appendix 5

17.3. What to do if a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected or abused. They may feel ashamed, particularly if the abuse is sexual, they may feel worried or frightened about telling an adult, they may have lost all trust in adults or they may believe that it is their own fault.

If a child talks to you about any risks to their safety or well-being you will need to let them know that you MUST pass the information on – you are not allowed to keep secrets or promise confidentiality.

At what point you tell the child this is a matter for professional judgement. If you say this immediately the child may not want to share anything, if you leave it to the end of the conversation the child may feel you have missed them into revealing more than they would have otherwise.

Basic guidelines for dealing with disclosures

When a child discloses abuse:

- Stay calm and listen
- Go slowly
- Reassure them that they have not done anything wrong
- Be supportive
- Gather essential facts
- Tell what will happen next
- Report
- Make notes

Stay calm

- An abused or neglected child or young person needs to know that you are available to help them.
- Reactions of shock, outrage, or fear might make them feel more anxious or ashamed.
- A calm response reassures that what has happened is not so bad and can be worked through.

Go slowly

It is normal to feel inadequate or unsure about what to do or say when a child or young person tells you about their abuse.

- Proceed slowly.
- Gentle and open-ended questions such as: "Can you tell me more about what happened?", "You seem to be upset, is anything troubling you?", "Can you tell me more about that?"

- Avoid questions that begin with "why".

Be reassuring

- Reassure the child or young person that they have not done anything wrong.
- Maintain eye contact, offer a glass of water or have tissues available
- Avoid questions that are usually associated with getting into trouble.

Be supportive

Let the child or young person know:

- They are not in trouble
- They are safe with you
- You are glad that they have chosen to tell you about this
- They have done the right thing telling about this
- You are sorry that they have been hurt or that this has happened to them
- You will do everything you can to make sure they are not hurt again
- You know others who can be trusted to help solve this problem

Get only the essential facts

- Be brief.
- Limit your discussion to finding out generally what took place.
- When you have sufficient information and reason to believe that abuse and/or neglect has occurred, gently stop gathering facts and be supportive.
- Don't probe or investigate or ask leading questions
- Don't talk about yourself

Tell what will happen next

- Don't make promises to the child about what may or may not happen next.
- Provide only reassurance that is realistic and achievable.
- Discuss with the child what you think will happen next and who will be involved.

Report to the Designated Safeguarding Lead or DSO

- Report disclosures of abuse or neglect immediately to the DSL for follow-up and referral.
- Express your willingness to help the child through the steps which will follow, if appropriate.

Make notes

- Make notes of all comments. Use the child's or young person's exact words where possible.
- Save all drawings and artwork. This information may need to be shared with Children's Social Services and the police.
- Include a body map and date it if there has been a disclosure about bruising.
- Don't add your opinion or make a judgement in your report

NOTE: Disclosures relating to allegations against colleagues and members of staff should be treated in the same way. This information must be passed immediately to the Headmaster or DSL who will ensure the appropriate procedures are followed

17.4. Taking action: advice for Staff

Key points to remember for taking action:

- In an emergency take the action necessary to help the child and ring 999
- Report your concern to the DSL as soon as possible (unless there is an allegation against a member of staff)
- If the DSL is not available speak to the DSO or in their absence the most senior person in the school that day. If there is a risk of serious harm a referral should be made to CSC immediately.
- Do not start your own investigation.
- Do not discuss any issue with colleagues, friends or family.
- Complete and submit the Record of Concern Appendix 5 and include additional notes
- Seek support for yourself if you are feeling distressed

Reporting directly to child protection agencies

If a referral to CSC is appropriate, in most instances, it will be done by the DSL or the DSO. However, anyone can make a referral, and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

- Contact the Single Point of Access (SPA) team at Richmond in the first instance for advice on how to refer. You may be referred to another Local Authority SPA team. Ring: 020 8891 7969. Out of hours/weekends: 020 8770 5000
- The SPA team will require basic information from you such as your name, address and details of the child you have concerns about.
- This information is taken to help the specialist safeguarding team make enquiries and contact you again if necessary. Information you supply is done in the strictest of confidence and not disclosed to any party; including those connected to the child you have concerns about.
- Refer to the Key contact sheet for other useful numbers.

Notifying parents

The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will normally make contact with the parent in the event of a concern, suspicion or disclosure. However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought from CSC. If the allegation involves a member of Staff the parents should only be informed with the LADO's consent. For the avoidance of doubt, referrals to CSC or LADO do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

17.5. Children with harmful behaviour

There will be occasions when a child's behaviour requires a response under child protection procedures rather than anti-bullying procedures. All such instances must be reported to the DSL and will be dealt with in accordance with the procedures above.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm from another child the DSL will refer to external agencies including, as necessary, the police and CSC services in accordance with this policy.

The management of children and young people with harmful behaviour can be complex and the School will work with relevant agencies to maintain the safety of the School community. Children who display such behaviour may be victims of abuse themselves and child protection procedures will be followed for both victim and perpetrator. All children involved will be treated as being 'at risk'.

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice on the investigation and will take appropriate action to ensure the safety and welfare of all pupils involved.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of use, the School will ensure that (subject to the advice of CSC) the pupils' parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, subject to satisfied risk assessments, a guardian will be requested to provide support to the pupil.

17.6. Peer-on-peer abuse

KCSIE 2016 states that all Staff should be aware of peer-on-peer abuse. Research consistently finds that peer-on-peer abuse is experienced by young people aged 10 upwards, with those being abused generally being slightly younger than those who are abusing them.

As a school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Providing targeted support through our mentoring system for pupils identified as being a potential risk to other pupils.

Allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found. If the allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour

- Photographing or videoing other children performing indecent acts

Procedure:

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact CSC to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, the case will be referred to the multi-agency safeguarding hub where the police will become involved.
- Parents of both the pupil being complained about and the alleged victim should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

Appendix 1: Types and Signs of Abuse

1 Types and Signs of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Children may be abused in a family or in an institutional or community setting by those known to them, or, more rarely, by those unknown to them – i.e. on the internet.

Factors which may make a child particularly vulnerable to abuse include:

- disabled or have special educational needs
- is a young carer
- living in an identified domestic abuse situation
- asylum seekers
- affected by a parent/s with mental health problems or living in a chaotic, unsupportive home situation
- affected by known parental substance misuse
- living in temporary accommodation
- vulnerable to being bullied or engaging in bullying
- living away from home
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, disability, religion or sexuality
- do not have English as a first language
- live transient lifestyles
- vulnerable to extremism or radicalization
- involved directly or indirectly with child trafficking or prostitution
- children in care or who have returned home to their family from care
- at risk of female genital mutilation or forced marriage

Knowing what to look for is vital to the early identification of abuse and neglect. Enclosed in this policy are useful charts stating the indicators of physical abuse, emotional abuse, sexual abuse and neglect in the child, the parent and the family/ environmental context.

Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

Part one of *KCSIE 2016* describes the following types of abuse and neglect:

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

Physical signs to look out for:

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

over the child, or 'tide marks' – rings on the child's arms, legs or body where the child has been made to sit or stand in very hot water.

Behavioural signs to look out for:

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

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

Physical signs to look out for:

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

Behavioural signs to look out for:

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

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.

Physical signs to look out for:

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

Behavioural signs to look out for:

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical signs to look out for:

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

Behavioural signs to look out for:

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

KCSIE 2016 also acknowledges the following as specific safeguarding issues in Annex A

Child sexual exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Read Annex A in KCSIE Page 53 for some of the signs that may be indicators of sexual exploitation.

Honour-based violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM) forced marriage, and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies need to be alert to the possibility of a child being at risk of HBV, or already having suffered from HBV.

If Staff have a concern regarding a child that might be at risk they should contact RCSB.

Female genital mutilation (FGM)

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

FGM is illegal in the UK and is a form of child abuse with long- lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

Teachers must personally report to the police where they discover that an act of FGM has been carried out. Those failing to report such cases will face disciplinary actions.

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.

Children Missing From Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from education is a potential indicator of abuse or neglect.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The School has an admission register and an attendance register. All pupils must be placed on both registers. All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- or, have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. The School must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting a child's name. As well as giving the full details of the pupil's name, address, relevant telephone numbers, and future destination school, the School must also give the local authority the grounds under which the pupil is to be removed from the register. The local authority must also be notified within 5 days if a child is added to the register at a non-transition point.

The School monitors attendance through the daily registers. Irregular and poor attendance is monitored. Under Section 10 of the Children Act 2004 the School will liaise with the local authority to carry out at the earliest opportunity reasonable enquiries when a child is missing from education without permission. All enquiries must be recorded when these procedures have been completed. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

If there is a reason to believe a child is in danger or at risk of immediate harm then a referral will be made to Children's Social Care.

Appendix 2: Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be given to the DSL or DSO and kept with the child's Child Protection confidential file.

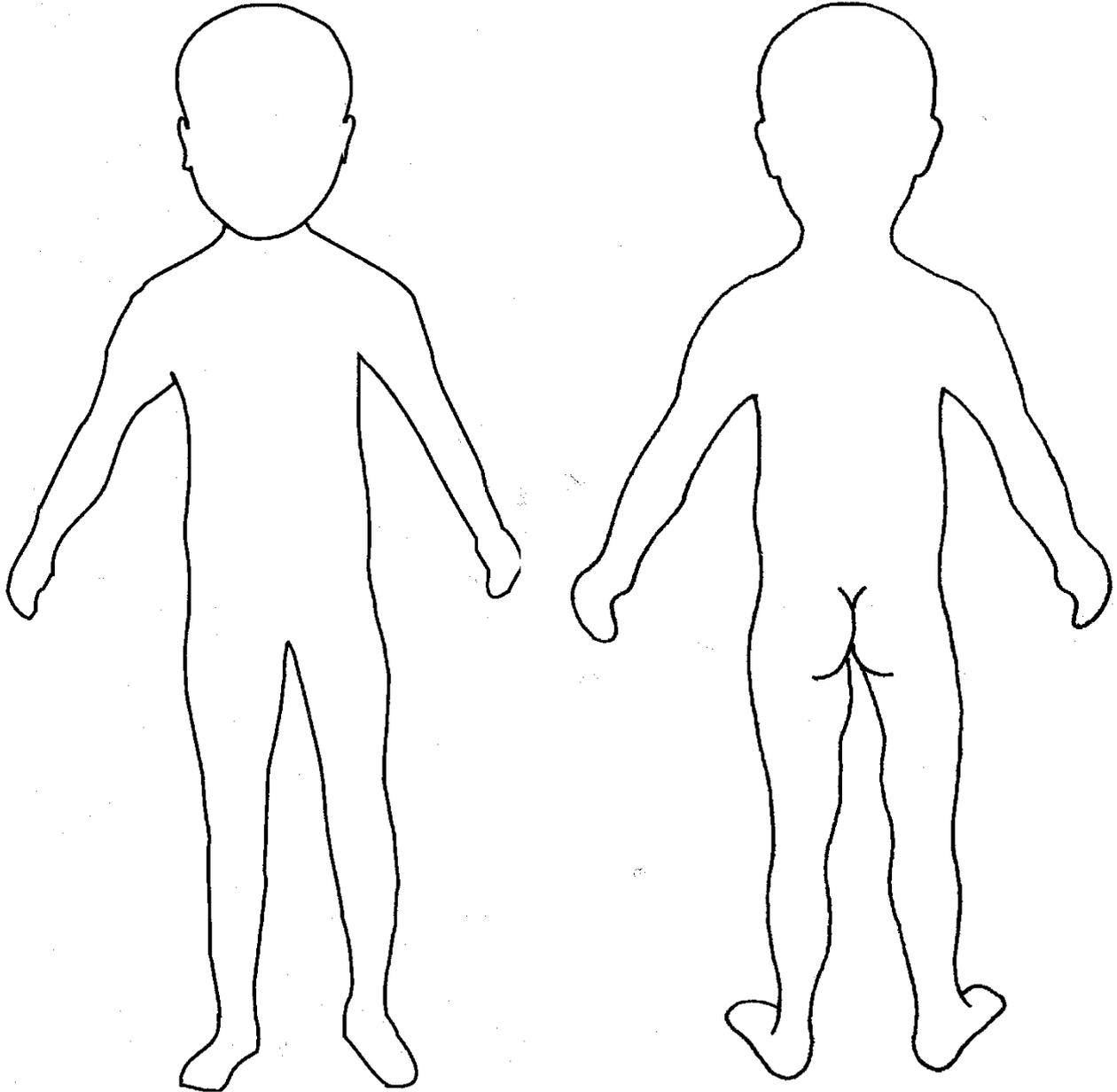
BODYMAP

(This must be completed at time of observation)

Child's name: _____ Date of birth: _____

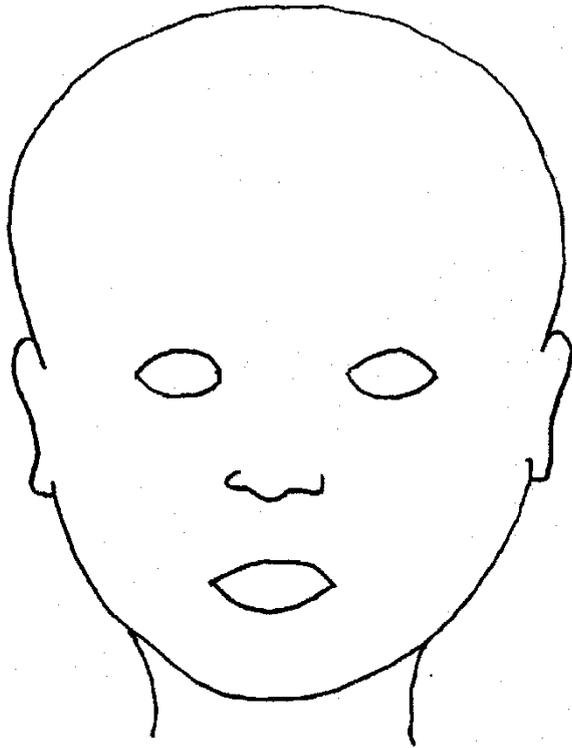
Name of Staff: _____ Position in school: _____

Date and time of observation: _____

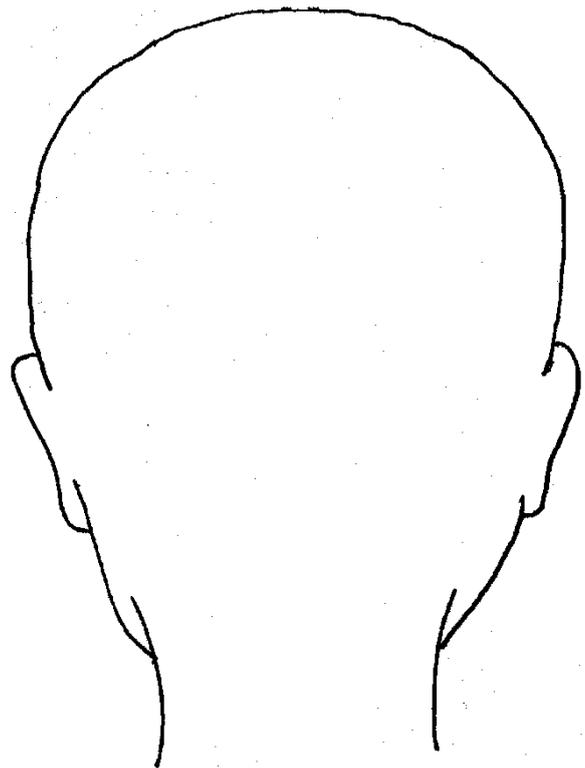


Name of Child: _____

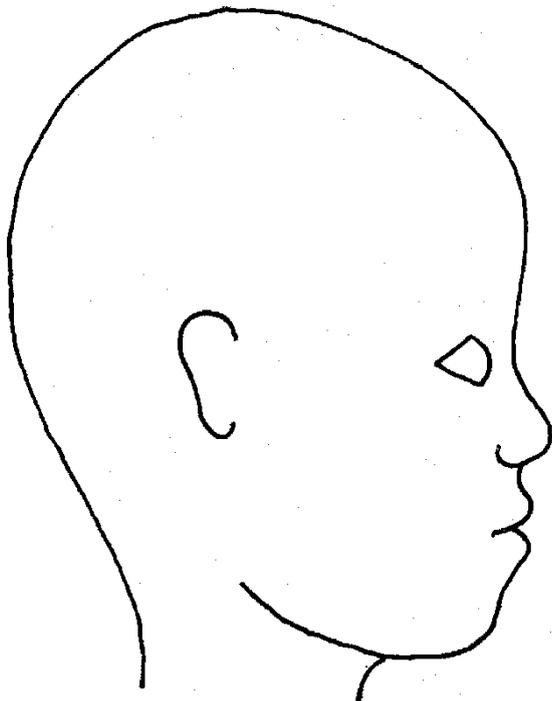
Date of observation: _____



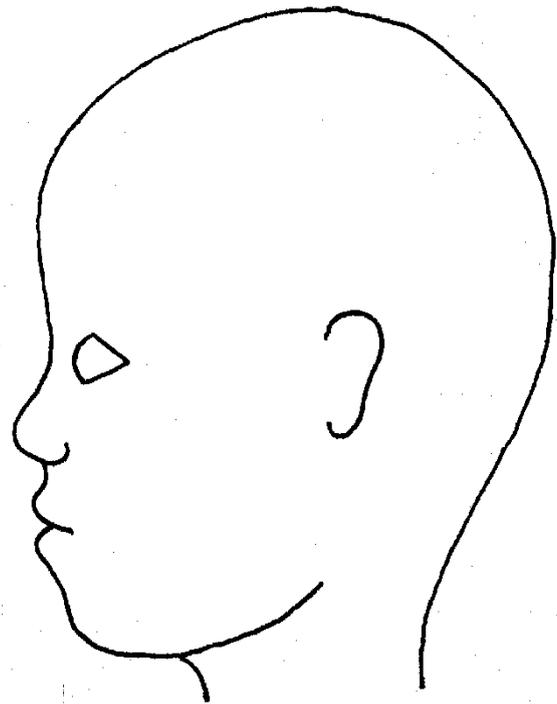
FRONT



BACK



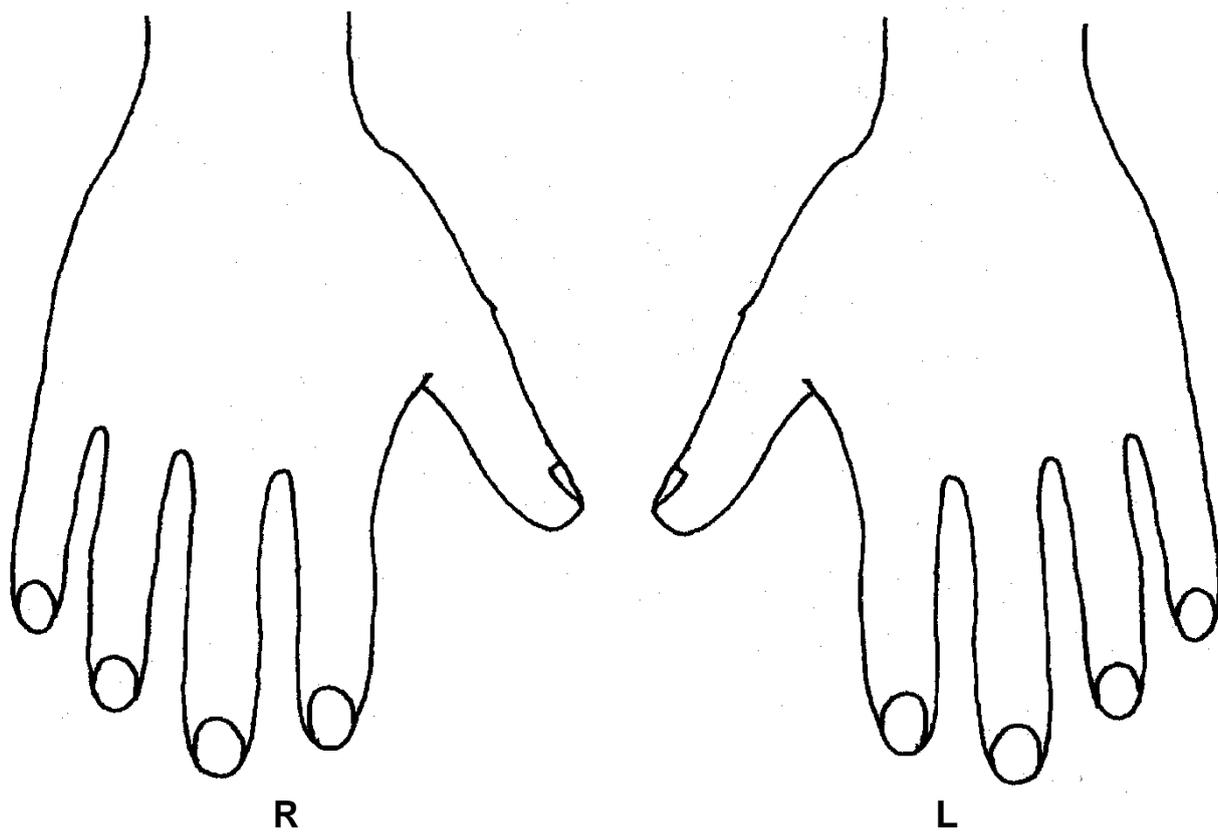
RIGHT



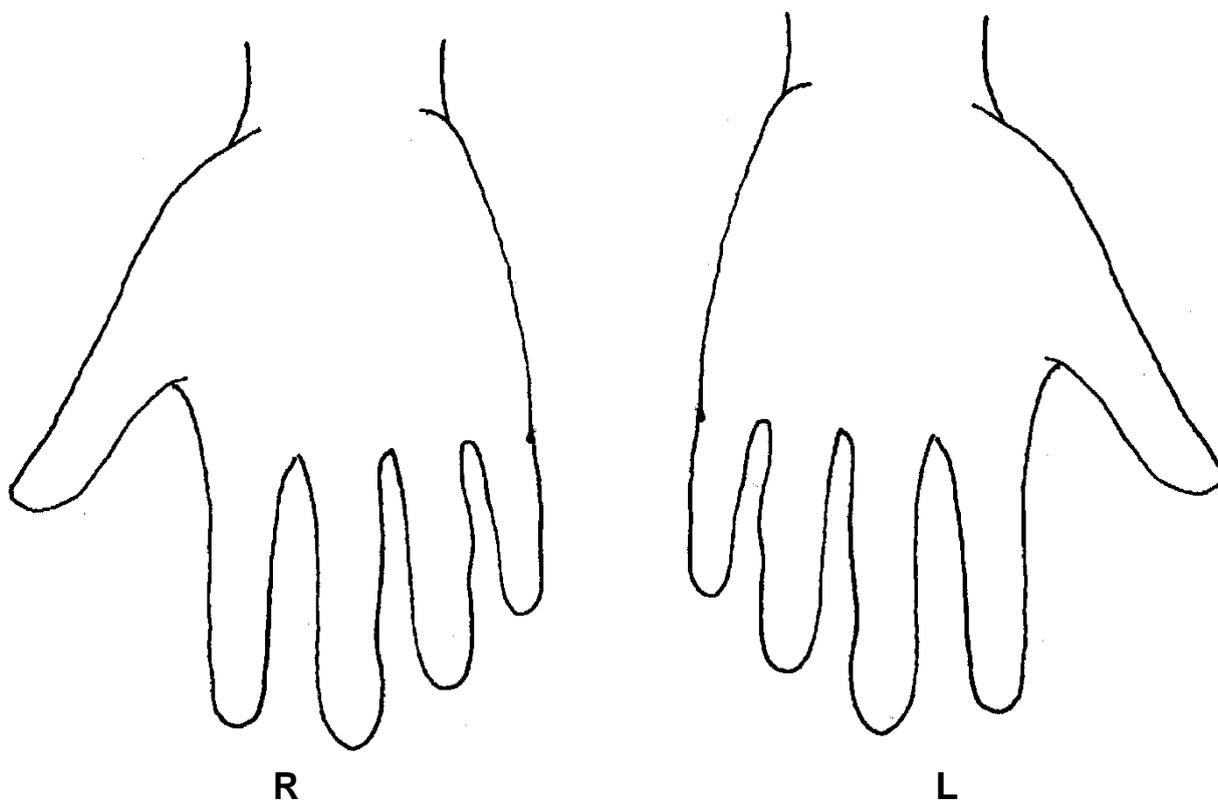
LEFT

Name of Child: _____

Date of observation: _____



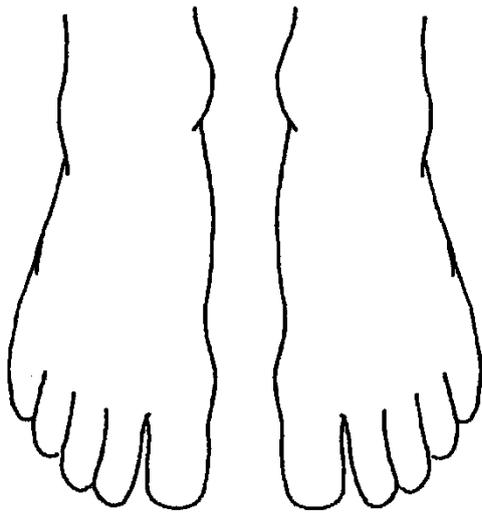
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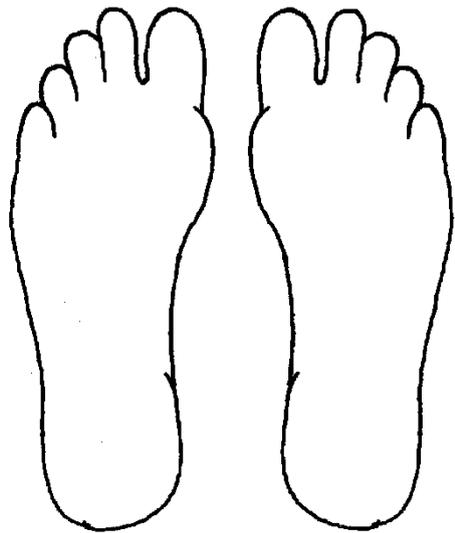
PALM

Name of Child: _____

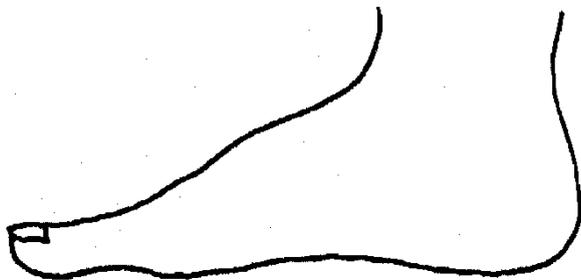
Date of observation: _____



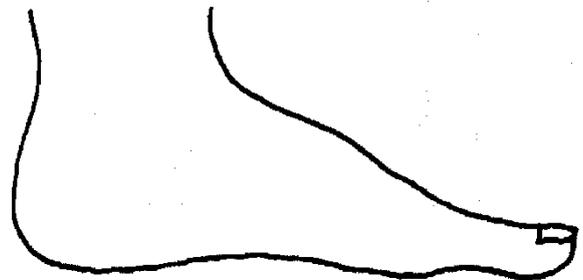
R TOP L



R BOTTOM L

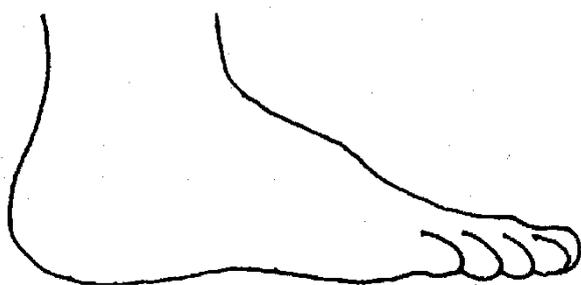


R

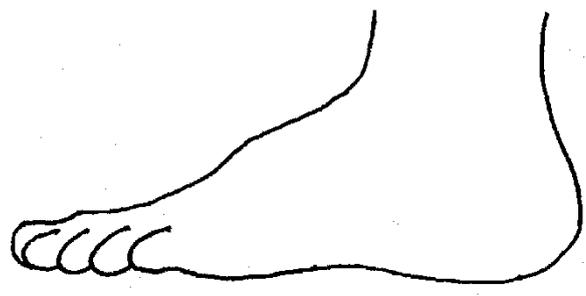


L

INNER



R



L

OUTER

Printed name and
Signature of Staff: _____

Date: _____

Time: _____

Role of Staff: _____

Other information: _____

Appendix 3: The Designated Safeguarding Lead and the Designated Safeguarding Officer

The Designated Safeguarding Lead is Fenella Scott, Assistant Head (Pastoral)

The Designated Safeguarding Officer is Juliet Tovey , Head of Juniors

Contact details:

Fenella Scott may be contacted on 020 8614 1097 (x1217) or on pastoral@themallschool.org.uk

Juliet Tovey may be contacted on 020 8614 1095 (x1215) or on headofjuniors@themallschool.org.uk

In accordance with Annex B of Keeping children safe in education, the main responsibilities of the Designated Safeguarding Lead are:

Managing referrals

- (a) To take lead responsibility for referring all cases of suspected abuse of any pupil at the School to children's social care.
- (b) To take lead responsibility for referring to the LADO all child protection concerns which involve a member of staff.
- (c) To take lead responsibility for making referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.
- (d) To take lead responsibility for making referrals to the police where a crime may have been committed which involves a child.
- (e) Liaising with the Headmaster in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School.
- (f) To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Raising awareness

- (g) Ensure this Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
- (h) Ensure this Policy is available publicly.
- (i) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.
- (j) Maintain links with the Richmond Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding.
- (k) Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

The Designated Safeguarding Lead and Designated Safeguarding Officer have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals with annual updates in order to:

- Understand that the School has the duty to safeguard all children, whether they are children in need or children at risk
- understand the assessment process for providing early help and intervention, for example

through locally agreed common and shared assessment processes such as early help assessments;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage among staff a culture of listening to children in any measures the School may put in place to protect them and to meet the requirements and procedures of the Richmond Safeguarding Children Board.
- The Designated Safeguarding Lead is responsible for ensuring that the School's "Prevent" Duty is met. The Designated Safeguarding Lead will complete appropriate "Prevent" awareness training.

Appendix 4: The Prevent Duty: preventing radicalisation and extremism

The Prevent Duty

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

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

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

The Channel Programme

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

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

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them

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

Access to extremism / extremist influences

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

Experiences, Behaviours and Influences

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

Travel

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

Social Factors

- Does the young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the young person have any learning difficulties/ mental health support needs?

- Is the young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the young person have insecure, conflicted or absent family relationships?
- Has the young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the young person's life has extremist view or sympathies?

More critical risk factors could include:-

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



The Mall School

Appendix 5: Child Protection Record of concern form (for use by any member of staff)

Pupil's Name:	Date of Birth:	Class:
Date and Time of Incident:	Date and Time (of writing):	
Name of member of staff reporting concern:		
Record the following factually: Why are you worried about this child? Make clear what is fact and what is opinion or hearsay.		
What has happened? (if recording a verbal disclosure by a child use their words) Where? When? (date and time of incident) Any witnesses?		

What is the pupil's account/perspective?

Professional opinion where relevant.

Any other relevant information: previous concerns, injuries, body map. Distinguish between fact and opinion.

What needs to happen? Note action that has already taken place, medical action, include names of anyone to whom your information was passed and when.

Signature: