REDDIFORD SCHOOL Including EYFS
SAFEGUARDING POLICY

(& Child Protection Whistleblowing)

This policy gives due regard to the guidance:

Keeping Children Safe in Education (2024) (KCSIE) –
Working Together to Safeguard Children (2023) (WT)
Relationship and sex education and health education 2020 (RSHE)
Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People December 2020
The Prevent duty: safeguarding learners vulnerable to radicalisation October 2022
Disqualification under the Childcare Act 2006 (Updated Aug 2018)
What to do if you're worried a child is being abused (2015)
The use of social media for on-line radicalisation (July 2015)
Data Protection Act 2018 and the GDPR
Mental Health & Behaviour in Schools
Harmful Online Challenges and online Hoaxes

To be used in conjunction with Reddiford School's;

Admissions Policy
Anti-bullying Policy
Low Level Concerns Policy
Health and Safety Policy
Behaviour Policy
Safer Recruitment Policy
PSHE Policy
SMSC Policy
Staff Code of Practice and Expectations (SCOPE)
Staff ICT Agreement
Children Missing Education 2016 (DfE document)
Prevent Policy
Pupil Code of Practice
Parents Code of Practice
Photographic Policy
E-Safety Policy
Attendance Policy
Parents Complaints Procedure
Staff Behaviour Policy
Missing Child policy
Relationship, Sex and Health Education Policy
Whistleblowing Policy
Appendix 1 - Guidance for Staff (on Staff Portal)

Emergency contact numbers repeated separately on last page- pg 42

Children's Access Team (CAT)/Multi Agency Safeguarding Hub (MASH): 020 8901 2690
Harrow's Emergency Duty Team (Out of office hours): 020 8424 0999
Local Authority Designated Officer (LADO): 020 8901 2690

The policy will be reviewed annually but any deficiencies or weaknesses will be remedied immediately.

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Safeguarding Children

Aim

The Governing body and the school, as a paramount aim, seeks to safeguard all pupils in its care by creating a culture of safety for all children, embedded throughout school life as well as protecting children from maltreatment, whether that is within or outside the home, including online. This policy applies to all children including EYFS and is in accordance with Harrow Strategic Safeguarding Partnership (HSSP) and Harrow's interagency procedure. Our policies and procedures comply with:

'Keeping Children Safe in Education' (2024) (KCSIE), The Prevent duty: safeguarding learners vulnerable to radicalisation October 2022

'Working Together to Safeguard Children' (2023) (WT), and Charity Commission guidance (Gov.uk)

and this policy was written using **'Disqualifications under the Childcare Act 2006' (August 2018)**, **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021** and **'What to do if you're worried a child is being abused' (March 2015)** for guidance.

The Governing Body is aware of its safeguarding obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements (and with particular regard for SEN pupils).

The policy is available to parents on the website and on request. All policies and procedures are understood and followed by staff.

Definition

As stated in KCSIE, safeguarding and promoting the welfare of children is defined as: "protecting children from maltreatment; preventing impairment of children's mental and physical 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." The school always considers the best interests of the child. 'Children' includes everyone under the age of 18. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.

Designated Safeguarding Personnel

The Deputy Head, Pastoral, Mr O'Toole, is the Designated Safeguarding Lead (DSL) for **all departments**; the Early Years, the Pre- Prep and the Prep.
Miss Qureshi the Deputy Head, Academic, is the Deputy DSL in his absence. (0206 866 0660)

The DSL takes responsibility for the welfare and progress of all pupils including looked-after children and is trained for the role. He is also responsible for all Safeguarding Procedures and Policies and online safety.

The Heads of Departments also have DSL training and are often best placed to offer insight into particular children, these are:
Mrs Longhurst (Head of Lower School) contact 020 8866 0660
Mr Ford (Head of Upper School) contact 020 8866 0660

Additional members of staff that are also trained to level 3 standard (DSL) are:
Mrs Batt- Head Teacher
Mrs A Horne – Early Years Department (Holiday Club Organiser).

The designated safeguarding lead and deputies liaise with the three safeguarding partners (HSSP) and work with other agencies in line with 'Working to Safeguard Children' and Prevent Duties so that they can provide support and advice to others, usually at the termly INSET meetings.
Reddiford's Safeguarding Governor is Michael Husbands (contactable using the school address or at Merchant Taylors' School address). He meets regularly with the DSL and Head Teacher to review child protection policies and procedures which staff with safeguarding experience may contribute to. Safeguarding is an agenda item at all Governors meetings. Additionally, at the beginning of the academic year there is an Annual Safeguarding Report to Governors that is overseen by the Chair of Governors and the safeguarding governor. At this time Governors check that staff training is up to date and that correct procedure has been followed in the case of any incidents. Checks are also made to ensure that the school is working with local agencies, communicating effectively and cooperating when needed. The Safeguarding Policy is also checked for compliance and clarity but is also discussed in full whenever there are any amendments. The Governors receive appropriate Safeguarding and Child Protection (including online) training, which is updated regularly.

Reddiford's Governing body ensures relevant staff have due regard to the relevant data protection principles, which allow them to share and withhold personal information as provided for in the Data Protection Act 2018 and the GDPR. The Governors ensure that the DSL and the Deputy DSL have a job description, and that they have sufficient time and funding to carry out their roles.

Ensuring Safe Practice

A number of basic steps have been taken to ensure we safeguard pupils at Reddiford:

- Reddiford School operates safer recruitment procedures, ensuring that at least one person on the interview panel has 'Safer Recruitment' training, also including DBS checks, keeping a robust Single Central Register (SCR) and compliance with Independent School Standards Regulations. The document 'Keeping Children Safe in Education' is adhered to in the Recruitment Policy. The school also ensures that appropriate checks including, but not limited to, not being subject to a prohibition order issued by the Secretary of State and checking the barred list have been made on all employees including those that may have responsibility for the school's pupils away from the school site. Reddiford School also carries out checks for internal promotions to management in line with section 128.

- The DSL creates an open environment where staff feel supported in their safeguarding role. All concerns can be raised in staff briefings or during individual meetings.

- Staff also know that if children **run away or go missing**, this falls under our safeguarding duties and relevant staff have been made aware that the guidelines in the Missing Child Policy will be followed. If a child fails to turn up for school and the reason is unknown, then the departmental secretary will phone the parents immediately to ascertain the reason.

- Children with special educational needs and/or disabilities and `looked after children' are particularly vulnerable, especially with regards to peer on peer abuse. Staff are made aware and are vigilant.

- Serious incidences of poor behaviour, e-safety concerns, racist and bullying incidents are all logged by staff and kept in the appropriate files. Staff are aware that abuse can take place wholly online or that it may be used to facilitate offline abuse.

- Staff are aware of the process for making referrals and are trained to differentiate between safeguarding children who have suffered or are likely to suffer harm (section 47); here a referral would be made immediately to children's social care which is the local authority children's social care services, and if appropriate the police, and those who are in need (section 17) of additional support from one or more agencies through early help from Team Around the Child (TAC) or Common Assessment Framework (CAF). This would also include information where children are being harmed in contexts outside the home. Staff are aware of Early Help services at Harrow Social Services and that they can advise parents to either self-refer or that the school can refer parents and children with their permission. They are aware that early help itself includes providing help and support to meet the needs of children as soon as problems arise. This support can be through advice, guidance, referral to Early Help services or other appropriate services and resources.

  Any child may benefit from early help, but all school staff should
  be particularly alert to the potential need for early help for a child who:

  • is disabled or has certain health conditions and has specific additional needs
  • has special educational needs
  • has a mental health need
  • is a young carer
  • is showing signs of being drawn in to anti-social or criminal behaviour,
  including gang involvement or county lines
  • is frequently missing/goes missing from education, home or care,
  • has experienced multiple suspensions, is at risk of being permanently
  Excluded.
  • is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
  • is at risk of being radicalised or exploited
  • has a parent or carer in custody, or is affected by parental offending
  • is in a family circumstance presenting challenges for the child, such as drug
  and alcohol misuse, adult mental health issues and domestic abuse
  • is misusing alcohol and other drugs themselves
  • is at risk of abuse such as Female Genital Mutilation or Forced Marriage
  • is a privately fostered child.

- Children know that they can speak to adults in school if ever they feel worried or if they have something they want to talk about. It is made clear that staff will always listen and that they can be trusted. Also, a `Voice Box' is in each department where children can put their written concerns or suggestions. These can be anonymous if they wish, but children are encouraged to include their names when raising a concern so that it can be dealt with efficiently. Staff will reassure any child that they are being taken seriously and that they will be supported and kept safe. They would never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and would never be made to feel ashamed for making a report.

- Not all children may feel comfortable disclosing abuse, exploitation or neglect, they themselves may not even realise their experiences are harmful. Staff should still exercise professional curiosity and report concerns to the DSL.

- Staff have been made aware that child abuse, neglect and exploitation encompasses a wide range of possible factors including physically inflicted injuries, but not exclusively. Since abuse of children is not always as obvious as a bruise or slap mark, there is a list of indicators of which the staff is fully aware. (See chart in Advice for Staff Document in SCOPE). If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

- Any regular volunteers that will be spending time with children on a regular basis will have a DBS check carried out, as well as all other required recruitment checks for volunteers.

- Children are taught about safeguarding and online safety to assist with 'preventative education' and preparing children for life in modern Britain. Emphasis is put on creating a culture for zero tolerance towards sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The Year 6 children undertake Relationship and Sex Education in order to prepare them for their move to senior schools.
- Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;
  unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;

- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources and making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interests in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

- During remote education the school will liaise with parents about what platforms the children are using so they can filter out any unwanted online access and encourage safety online.

- Staff are aware of the legal threshold for referral and Harrow Borough's triangle system is included at the end of this policy.

- All staff, including EYFS are aware of mobile phone and camera guidelines and they are included at the end of this policy for ease of reference.

- Contact telephone numbers for referrals are included at the end of this policy and staff are encouraged to keep a copy of these in their daily planner together with a disclosure procedure and form. (See Advice for Staff section on the staff portal)

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

- Both CSE and CCE are forms of abuse and both occur when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. It is important to note that the experience of girls who are criminally exploited can be very different to boys. The indicators may not be the same, however, girls are at risk of criminal exploitation too. All children who are criminally exploited may be at higher risk of sexual exploitation.

- County Lines – children can be targeted and recruited in a number of locations including school. They are recruited to move drugs and money between locations. Staff understand the implications of this and are vigilant in looking out for signs.

- Domestic abuse can impact on children when they see, hear or experience its effects at home and/or suffer it in an intimate personal relationship. Staff are trained to recognise and act if they have any concerns regarding this and the impact this can have on the child.

- Upskirting is when someone takes a picture under a person's clothes (not necessarily a skirt) without their permission and or knowledge to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim and staff will always act on a disclosure.

- All staff are aware of the safeguarding issues that can put children at risk of harm. This includes behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, unexplained and or persistent absences and consensual and non-consensual sharing of nude and semi-nude images and/or videos and that these can be signs that children are at risk. Detailed advice can be found on the government UKCIS (UK Council for Internet Safety) website.

- Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face, both physically and verbally, inside or outside of school and are never acceptable. Staff understand intra familial harms and the need for support for siblings following incidents. As in all safeguarding issues staff are advised to maintain an attitude of '**it could happen here'**. When a disclosure is made it is essential a written account is made and staff should follow general safeguarding practice. There is a zero-tolerance approach for child on child sexual violence and harassment at Reddiford School.

- If a report is ever determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help, in which case a referral to children's social care may be appropriate. If a report is deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate.

Children Absent from Education Policy

Staff have been made aware of 'Children Absent from Education' and the necessary procedures to follow when children move on from Reddiford such as contacting future schools and forwarding records. We will also notify our local authority 'Harrow' when children leave or join at non-standard transition times. This is also particularly when the child has left for the reason of being 'home schooled'. Where children leave the school, we ensure their Child Protection information is copied for any new school but transferred separately from the main pupil file. Where reasonably possible we have more than one emergency contact number for each pupil. All staff are aware that children being absent, including unexplained and or persistent absences, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect and exploitation, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation, including county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risk of a child being absent in future. Staff are aware of any unauthorised absence and children absent from education procedures, including unexplained and or persistent absences and this is further outlined in the Department for Education's `Children Missing Education' policy.

Recording

All records about Child Protection issues are kept in secure, confidential files by the Head Teacher. Records are kept by anyone dealing with a child when there are concerns about the welfare of

that child, eg poor attendance, appearance and dress, changed behaviour or unusual behaviour, health and emotional well-being of the child, deterioration in educational progress, any discussion with parents about the concern, the response of parents to staff and the child and home conditions. All records and subsequent reports are factual, non-judgmental, clear, accurate and relevant. Written records are particularly helpful as evidence should a complaint be made against the school about how a case has been handled. All concerns, discussions and decisions are recorded, including the rational behind decisions whether or not referrals are made are recorded.

Staff Training

Induction of Staff and Governors

All staff, including temporary staff and volunteers are provided with induction training and a copy of the School's Staff Handbook that includes:

1. The School's Child Protection/Safeguarding policy – including Prevent information
2. The Staff Code of Conduct and Expectations (SCOPE) - including advice for staff on social media, staff/pupil relationships and whistle blowing
3. The Behaviour policy
4. Staff Acceptable use of ICT Agreement – including online safety
5. The identity of the DSL;
6. A copy of the relevant section of KCSIE, Annex A
7. Staff Behaviour policy
8. Children Missing Education (CME) (see page 7 of this policy)
9. Whistleblowing Policy
10. Anti Bullying Policy

The school is committed to supporting and training all staff in matters of child protection as soon as they start at the school, if not before. Refresher training takes place at every INSET every term. They are informed of what to do if they have concerns about a child and if a child makes a disclosure to them or they suspect signs of abuse. Staff are also given guidance on 'early help' outlining children who may benefit from early help.

Reddiford School provides training, including online training and safeguarding updates for all staff on INSET days (at the start of each term) and staff meetings. They are also regularly updated on information from any relevant external agencies and from HSSP (Harrow Strategic Safeguarding Partnership) to determine the most appropriate schedule or follow their published advice, if any, concerning the level and focus for training. All staff sign to say they have received training and understood its contents, including having read Part 1 of KCSIE and Annex B and any changes are discussed. Those members of staff that are absent from the INSET training are given a copy of the information and have an opportunity to discuss its contents with senior staff prior to signing the documentation. All Designated staff receive training every 2 years. Certificates are held in staff files.

All staff have an awareness of safeguarding issues through their regular training. However, in addition, expert and professional organisations will be used to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information can be found on the TES, MindEd and the NSPCC websites. Staff can access government guidance on the issues listed

below via GOV.UK and other government websites and they are encouraged to do so if they seek further guidance. Some such issues are;

- Bullying including cyberbullying
- Channel
- Child abduction and community safety incidents – see KCSIE Annex B
- Child criminal exploitation (CCE): county lines – see KCSIE Annex B
- Child sexual exploitation (CSE)
- Children and the court system
- Children missing education giving due regard to Prevent
- Children with family members in prison – further information see KCSIE Annex B
- County Lines Toolkit – further information see KCSIE Annex B
- Cybercrime – further information see KCSIE Annex B
- Domestic violence/abuse
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Forced marriage
- Gangs, violence and drugs (particularly if children have older siblings)
- Homelessness – further information see KCSIE Annex B
- Honour based abuse
- LGBT children – further information see KCSIE Part 2
- Mental health
- Modern Slavery and the National Referral Mechanism/Trafficking
- Neglect
- Child on child abuse
- Preventing radicalisation
- Privately Fostered children
- Serious violence
- Sexting and banter - always completely inacceptable
- Sexual violence and sexual harassment between children
- The Prevent duty
- Undressed – LGFL – further information see KCSIE Part 5
- Upskirting

Our local borough is Harrow. All our training is in line with HSSP (Harrow Strategic Safeguarding Partnership) and staff attend both internal and external training courses. Therefore, the school operates in line with locally agreed inter-agency procedures. The staff have training and updates/meetings with outside agencies where relevant, to make them aware of how to differentiate between safeguarding children who have suffered or are likely to suffer significant harm, and those who are in need of additional support from one or more agencies.

Governors have internal refresher training during the Governors' Annual Report on Safeguarding session at the start of the academic year. They also have regular meeting updates (an agenda item for every meeting). They have either had individual formal NSPCC online safeguarding training or, where a Governor is/has been employed in a school, given confirmation that they have had appropriate safeguarding training elsewhere.

Managing Behaviour

There is immense emphasis on how the pupils should be treated. Naturally there is a total absence of all forms of corporal punishment. The School's policy on corporal punishment is known to all members of staff: that physical intervention can only be deployed if there is immediate danger of personal injury, danger to property or a person, including the child. It may be necessary to restrain pupils in certain circumstances, e.g attempting to leave the school premises. In this case they refer to the appropriate section of the Behaviour Policy and the physical intervention procedure and advice.
The staff are fully aware of the dangers of comments that might cause upset and offence. Nevertheless, a disciplined ethos pervades the school – expectations of good behaviour are high and the pupils respond. Any unacceptable behaviour will be reported to the Head. If necessary, parents will be involved at an early stage using 'The Reddiford Way'. In this the emphasis is not on dwelling on the negative, rather there is a whole range of positives which serve to enhance each child's emotional development. Staff are aware that in certain circumstances 'reasonable force' may need to be used in order to safeguard children. Reasonable in these cases means 'using no more force than is needed'.

The Behaviour Policy and Anti- Bullying Policy will be followed at all stages when managing behaviour. Staff will give due consideration to SEND pupils and their level of understanding and any specific diagnosis. Staff acknowledge that vulnerable children may be in need of additional care with regard to behavioural expectations and bullying. This may mean modifying the sanctions outlined in the Behaviour Policy.

Governors, working with the DSL and school leaders ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. The Governors and school leaders ensure the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration; these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children; the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges. Additionally cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. A trusted adult, who they can be open with is always available.

Internet Safety in conjunction with the E-Safety Policy

All pupils are taught about internet safety in their PSHE lesson and whenever discussion or concerns arise. Pupils are taught how to adjust their behaviour in order to reduce risks and build resilience, including to radicalisation. Particular attention is paid to the safe use of electronic equipment and the internet. Internet safety is an integral part of the school ICT curriculum. The breadth of issues classified within online safety is considerable but can be categorised in to four areas of risk, content, contact, conduct and commerce.

Additional Training;
Year 6 pupils receive additional training from the 'Perform Drama Group.' which visit in the Summer term to ensure they are well prepared for their senior schools.
Parents receive additional training and information from `Hazard Alley' who visits the school bi-annually (at present).
Staff receive regular training on INSET days and discuss any amendments to their signed ICT Agreements.
Parents sign and discuss their ICT Agreements annually at the `Meet the Teacher' evening.
Pupils sign and discuss their ICT Agreements annually in September.

Advice & Guidance
www.saferinternet.org.uk
www.thinkuknow.co.uk
Be Internet Legends – Parent Zone
Disrespectnobody – Home Office
Education for a connected world framework – UK Council for Internet Safety
PSHE Association
Teaching online safety in schools – departmental guidance
Childnet
Educateagainsthate
NSPCC

Internet Systems Safety and Measures

Filtering
Our internet connectivity and filtering are provided by the London Grid for Learning (LGfL) Trust/Atomwide. LGfL implements the WebScreen 2.0 filtering system, which specifically targets the needs of the UK education sector. This prevents exposure to the majority of illegal, inappropriate and harmful material as well as significantly reducing the chances of being subjected to harmful online interaction with others (through blocking of social networking and chat platforms).

Monitoring
Our internet connection is monitored, and all URLs accessed by any device on our network are logged. When a user accesses content, LGfL logs the web address (URL) visited, IP address of **the** requesting device and time of the request. Children are supervised at all times during lessons involving web research and IT Suite usage.

Smoothwall also provide a full Monitoring and alert service.

Reddiford's Filtering and Monitoring is managed and reviewed by the ICT Manager, DSL and designated school governor (Michael Husbands), School Governor.

The SMT and ICT manager, will review the effectiveness of the Filtering and Monitoring systems in place, record and document what is blocked and why, ensure all staff understand their role, are trained and follow all policies, processes and procedures in relation to filtering and monitoring of internet usage. A record of these checks and any actions taken will be kept by SMT and the IT Manager.

The DSL will oversee and act on filtering and monitoring reports, safeguarding concerns, checks to filtering and monitoring systems.

The ICT Manager (along with IT service provider) has technical responsibility for:
maintaining, filtering and monitoring systems and providing filtering and monitoring reports.

All staff must report any concerns regarding filtering and monitoring immediately to the DSL and SMT. This includes but is not limited to suspected unsuitable material that has been accessed or could be accessed, they are teaching topics which could create unusual activity on the filtering logs, there is failure in the software or abuse of the system,
there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks and they notice abbreviations or misspellings that allow access to restricted material.

Staff will monitor internet usage by physically monitoring in lessons such as viewing and monitoring all screens, including using IMPERO software during lessons to monitor pupils ICT activities, along with the ICT Manager who can network monitor, using log files of internet traffic and web access.

Reddiford School considers an active and well managed filtering system is an important part of providing a safe environment for pupils to learn and the specialist knowledge from the IT service provider, IT Manager, the SMT and DSL ensure that safe internet access is prioritised.

Always refer to the E Safety Policy and SCOPE for further guidance.

Mobile Usage

Pupils' mobile phones are collected by the School Manager at the beginning of the day and securely stored until home time to minimise the chance of access to inappropriate content on school premises. The policy for mobile phones, cameras etc is included at the end of this policy.

Other Considerations

We utilise a number of additional measures to reduce the possibility of accessing inappropriate content and facilitate safe IT usage whilst at school. These include:

- Customised Operating System Images – Additional apps built into Windows to facilitate communication between potentially unknown users (Skype, Messenger etc.) have been removed from the OS, thus preventing users circumventing with unknown parties via these methods.
- Blocked USB Ports and Executable File Restriction – Throughout the school, pupils are blocked from using USB removable storage to prevent the possibility of running non-age-appropriate games/applications on school systems.
- Network Firewall – Our network is protected by a managed Cisco ASA5512 firewall. This is configured to prevent potentially malicious external access to internal systems (except where defined – for instance, email) and potentially confidential data.
- Secured Wireless Networks – Reddiford Staff and internal ICT wireless networks are secured; requiring either AD authentication or a WPA2 key to connect to them.
- Tablets and mobile PCs used in the classroom are Wi-Fi only variants with no 3G/4G network access. This prevents utilising mobile network services to circumvent the firewall and LGfL monitoring & managed filters.
- The school ensures that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate material on-line, but without an unreasonable level of blocking. All pupils are also taught about the appropriate use of smart technology. We 'consider a whole-school approach to on-line safety', including 'clear use on mobile and smart technology'. We also consider carefully how to manage 3G, 4G and 5G accessibility on the school's premises.
- Smoothwall provides a filtering and monitoring service on all internet accessible devices that pupils can use throughout the school.

Whistleblowing

The key principles are as follows: Reddiford School has a culture of safety and of raising concerns. We have a culture of valuing staff and of reflective practice. We have procedures for reporting and handling concerns, provision for mediation and dispute resolution where necessary. Training and support are provided for staff. There is transparency and accountability in relation to how concerns are received and handled.

If members of staff ever have any concerns about the behaviour or intentions of any person, including supply staff and volunteers, within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

We also take steps to ensure that staff understand key information. This is of particular relevance to staff who cannot read English, and in such a case we would address their needs as they arose whether it be the need for further explanation or for translation of the key points.

Reddiford School does all in its power to ensure that staff comply with their statutory obligations in accordance with Keeping Children Safe in Education.

If staff have any concern about a pupil's welfare, action should be taken immediately. Staff should report the concern to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. (see `Course of Action if Abuse is Suspected' section)

Staff should also follow this procedure to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or staff to properly fulfil its safeguarding responsibilities.

The law recognises, as does the school that in some circumstances it may be appropriate to report concerns to a relevant outside body including

- the Local Authority's Designated Officer; (LADO)
- Children's Social Care;
- the NSPCC;
- the Health and Safety Executive;
- the Environment Agency;
- the Information Commissioner;
- the Department for Education;
- the Department for Business, Energy and Industrial Strategy;
- the Police;
- the Charity Commission;
- the Independent Schools Inspectorate;
- the Office for Standards in Education, Children's Services and Skills (Ofsted)
- the Channel Police Practitioner

Advice

- Staff are strongly encouraged to seek advice before reporting a concern to anyone external. In most cases you should not find it necessary to alert anyone external but before you do, as well as considering the internal help and support available which is identified above, please seek external advice from:
- Protect: If you have any concerns about disclosing a suspected wrongdoing the independent whistleblowing charity Protect, operates a confidential helpline. Staff can call 020 7404 6609 for advice.
- NSPCC: The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8.00 am to 8.00 pm Monday to Friday) or email help@nspcc.org.uk.
- The media: You should under no circumstances approach a commercial body or the media with details of the suspected wrongdoing. If you approach any such body and / or where your concern is disclosed in a malicious manner or for personal gain the protection given to you by this procedure may be lost. Additionally, the School may consider this to be gross misconduct and disciplinary action may be taken against you.

Modern Slavery

The School is committed to the prevention of Modern Slavery. If staff have any queries relating to Modern Slavery they should contact the DSL. Identified instances of modern slavery should be immediately notified to the police. If staff think they have identified an instance of modern slavery, or if they consider that they may be a victim of modern slavery you should contact the Modern Slavery helpline on 0800 0121 700.

Course of Action if Abuse is Suspected

If any member of staff suspects abuse of any nature or has a disclosure made to them, as a child is likely to disclose to someone they trust, whether the incident is from inside or outside the school, then a disclosure form should be completed and discussed with the Designated Safeguarding Lead (DSL). Members of staff should not investigate reports or suspicions, but immediately inform the designated teacher. It is important that they should be supportive and respectful of the child. They should listen carefully to the child, being non-judgmental, being clear about boundaries and not asking leading questions and only prompt the child when necessary with open questions, where, when, what etc. The member of staff realises that they will write up their report immediately they have finished speaking to the child, they shouldn't write during as they can then devote their full attention to the child and to listen to what they are saying. If they do need to write notes it is essential to remain engaged with the child and not appear distracted. The report recording will only be the facts as presented to them and should not reflect the personal opinion of the note taker as the report could become part of a statutory assessment by children's social care and/or part of a criminal investigation. If at any point, there is risk of immediate serious harm to a child, a referral will be made to MASH (Multi Agency Safeguarding Hub) immediately. Alternately the school may contact MASH (Multi Agency Safeguarding Hub) for advice before any investigation takes place. It is not a requirement for parental consent for referrals to statutory agencies and this should be taken into consideration when parents may be involved in the abuse.

Staff are trained how to respond to and report concerns about `children in need' or a `child at risk', in line with KCSIE. If a child is at risk they will report immediately either to the DSL/children's social care or police if a crime has been committed. If they have concerns that a `child in need' there will be informed discussion with the DSL/Early help or children's social care as a matter of urgency. Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

If a disclosure is made by a child all staff are trained to understand that anybody can make a referral to external agencies. They can do this by telephoning the MASH Team (Multi Agency Safeguarding Hub) 020 8901 2690 or out of hours 020 8424 0999. However, the DSL has significant training in such matters and considered the best person to liaise with the HSSP (Harrow Strategic Safeguarding Partnership), this incorporates the local authority, a clinical/medical representative and the police. This will be carried out using the procedure set out in the HSSP's policy. Other local boroughs may need to be contacted if the child is not from Harrow. The school should always be part of discussions with Statutory Safeguarding Partners.

Record of concerns

The child protection form should be completed after any disclosure; this will be useful for a Case Conference. Keep dated records on:

i The physical or behavioural signs arousing concern
ii A child disclosing that they have been abused
iii Conversations with a child
iv Conversations with a parent

Responding to a child- advice to staff

i Listen carefully to what the child says
ii Reassure the child that they are not to blame and were right to tell
iii Ask questions that help them give more details if they wish, but do not lead
iv Reassure the child that they will be protected
v Make a written record as soon as possible after the conversation.

T.E.D - use words such as 'tell me' 'explain' and 'describe' do not suggest or lead.

If a child makes a disclosure to you then it is your responsibility to discuss the matter further (the child has chosen you). Immediately after a child has made a disclosure:

- Ensure you find a place where you can speak confidentially and will not be disturbed

  (Prep Department – Parent consultation room, Pre Prep Department – department office, Early Years Department – Mrs Longhurst's office)

- Listen carefully to what the child says

- Reassure the child that they are not to blame and were right to tell

- Ask questions that help them give more details if they wish, but do not lead

- Reassure the child that they will be protected

- Make a written record as soon as possible after the conversation

Confidentiality

It is important not to promise confidentiality. A child must be told that if they are being hurt you will have to tell other people.

Honesty is essential to ensure that you do not betray a child who has already been betrayed by the abuser.

The written and verbal account must then be reported to the DSL where appropriate action will be taken.

These procedures will also be followed when dealing with abuse by one or more pupils against another pupil when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Use of banter or sexting is a serious issue and unacceptable on any occasion. All children involved in such incidences will be treated as "being at risk" and supported appropriately.

We also recognise the gendered nature of child-on-child abuse (i.e. more likely that girls will be victims and boys perpetrators), but all child on child abuse is unacceptable. Child on child abuse can take different forms such as sexual violence, sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm as well as initiation/hazing type violence, rituals and upskirting. Any such abuse will be referred to the local authority as a child protection concern. Abuse is abuse and will never be tolerated or passed off as banter, just having a laugh or part of growing up. Sharing nude and semi-nude images (Youth Produced Sexual Imagery) will not be tolerated at Reddiford School.

When considering abusive and harmful behaviour it is necessary to consider:

- What abuse, neglect and exploitation is and what it looks like, this includes sexual abuse as well as exploitation, teenage relationship abuse, radicalisation and any ill treatment that is not physical (such as witnessing harm against others, e.g. domestic violence).
- How it can be managed
- What appropriate support and intervention can be put in place to meet the needs of the individual
- What preventative strategies may be put in place to reduce further risk of harm. It is important to consider the forms abuse may take and the subsequent actions required.
- Staff are aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- That staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children. The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

<u>Child on child Abuse</u>

The Governing Body and Senior Management Team ensure that all staff are aware of child-on-child abuse - that is;

That children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Abuse of this kind is totally unacceptable and will be taken seriously. Even low-level child on child abuse is logged as are all behavioural incidents. Just because it hasn't been reported doesn't mean it isn't happening.

That children can abuse other children (child on child abuse) and can happen both inside and outside of school or online.

It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. The victim should never be given the impression they are creating a problem or feel ashamed for making a report. They need to understand that the law is there to protect them.

All staff should understand, that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

child on child abuse is most likely to include, but may not be limited to:

•bullying (including cyberbullying, prejudice-based and discriminatory bullying);

•abuse in intimate personal relationships between peers;

•physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

•sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);

•sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

•causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

•consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);

•upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

•initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Recording/investigation

If an incident of sharing nude and semi-nude images occurs it must be reported to the DSL immediately. Staff are trained not to view the image or ask the child to share or download it, this is illegal. If it was shown to staff the child should be asked not to and it should be reported immediately to the DSL. The image must not be deleted and it should be explained that it needs to be reported. The DSL will hold an initial meeting with the appropriate staff. Parents will be informed at an early stage. If there is any concern a child is at risk of harm a referral should be made to children's social care and/or the police immediately.

All staff are made aware of how to manage a report on child sexual violence and sexual harassment but would follow the procedures outlined in this policy.

Children's Access Team (CAT)/Multi Agency Safeguarding Hub (MASH): 020 8901 2690 Harrow's Emergency Duty Team (Out of office hours): 020 8424 0999
Local Authority Designated Officer (LADO): 020 8901 2690
Children with Disabilities Service: 020 8966 6481

Support

The school will do everything in its power to ensure that those affected by the matters outlined are supported. In the case of ` child on child abuse' this includes victims, the perpetrators and other children investigated. Clear processes are in place that include counselling sessions with the School Counsellor and, if felt appropriate, referral to outside specifically trained counsellors. At all times the school will work with the local Social Services to ensure that all support available is offered.

Safeguarding concerns and allegations made about staff, inc. supply teachers, volunteers and contractors.

Section One: Allegations that may meet the harms threshold.

All staff discuss and sign a `Staff Code of Practice and Expectations' (SCOPE) before they start at Reddiford. Induction training also includes `Guidelines for safe practice' which is included in the staff version of the policy. They also discuss and sign the Safer use of ICT Agreement prior to starting at the school. Therefore, the expectations for staff behaviour are made clear to all Reddiford Staff. However, Governors realise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff, including supply staff and volunteers, are vulnerable to accusations of abuse. The Governors, therefore expect all staff to follow the Government procedures set out in *'Dealing with allegations of abuse against teachers and other staff (part 4 of KCSIE).* This includes managing cases of allegations where it is alleged that anyone working in the school including supply staff and volunteers has behaved in a way that has/or may have harmed a child, possibly committed a criminal offence against or related to a child, behaved towards a child or children in a way that indicates they may pose a risk of harm to children or behaved in a way that indicates they may not be suitable to work with children, this may not have involved children but could have an impact on their suitability to work with children. Any allegations against any members of staff, from teachers and TA's, the DSL, bursar, site team, administrative staff, etc (including volunteers and supply staff, although we don't use supply staff, if we ever did we would keep the agency involved and updated) should be reported immediately to the Head Teacher. This should be immediate and usually an initial verbal report is sufficient at this point, however, any form of communication is acceptable. Any allegations would be investigated by the Head Teacher, or if the allegation was about the Head Teacher the investigation would be carried out by the Chair of Governors. Investigators would also consult with the LADO. Where there is a conflict of interest in reporting the matter to the Head Teacher, it should be reported to the LADO directly.
If there is an allegation against the Head Teacher, this should be reported to the Chair of Governors without informing the Head.

At any stage of consideration or investigation, all unnecessary delays will be eradicated. The school will not undertake their own investigations of allegations without prior consultation with the Local Authority Designated Officer (LADO) (or designated officer or team of officers), or in the most serious cases, the Police, so as not to jeopardise statutory investigations. GDPR cannot be allowed to stand in the way of safeguarding children. The school does not require parental consent before reporting allegations to the LADO (or designated officer or team of officers). In borderline cases, discussions with the LADO (or designated officer or team of officers) can be held informally and without naming the school or individual. Immediate contact will be made with the LADO (or designated officer or team of officers) to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police.

Discussions will be recorded in writing, and communication with both the individual and the parents of the child/children agreed. There will be careful consideration whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Weight will be given to the views of the LADO (or designated officer or team of officers), KCSIE, Working

Together and the policy when making a decision about suspension. Records concerning allegations of abuse must be preserved for the term of the independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

The LADO (or designated officer or team of officers) will be informed immediately of all allegations that come to an employer's attention or as in the case of serious harm that are made directly to the Police (Local Authority Designated Officer (LADO) (or designated officer or team of officers at Harrow Social Services 020 8901 2690).
If an allegation is made against a member of staff, the quick resolution of that allegation must be a clear priority to the benefit of all concerned. The following definitions will be used to determine the outcome of allegation investigations:
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 prove or disprove the allegation.
The term, therefore, does not imply guilt or innocence.
Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegations being made.
Anonymous Allegations
If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff, but not the pupil, we will normally interview the member of staff and ask for his/her version of events. A record would be kept on the individual's personal file.
The first response
We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. The procedures for dealing with allegations will be applied with common sense and judgement. We undertake to:
Take any allegations of abuse involving a member of staff, supply staff and volunteers very seriously.
Establish the facts before jumping to any conclusion.
All allegations are to be reported straight away to the Head Teacher.
In the absence of the Head Teacher, the Chair of Governors is to be informed.
All allegations or disclosures of abuse will be referred to the LADO immediately and in any case within one working day, for advice before any investigation takes place.
In borderline cases a discussion can be held informally with the LADO and without naming the individual.

The next step
A formal investigation is a matter for specialists. Where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, the Head will always discuss the allegations with the LADO. The LADO and the Head will work together to discuss further action. The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the

allegation or concern. In which case this decision and a justification for it should be recorded by both the Head and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The Head should then consider with the LADO what action should follow, both in respect of the individual and those who made the initial allegation.

The Head should inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the Head provides them with as much information as possible at the time. However, where a strategy discussion is needed, police or children's social care services need to be involved. The Head should not inform the accused until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step.
Any concerns about the Head should be made directly to the Chair/Safeguarding Governor/ LADO

Support for the pupil
Our priority is to safeguard the child in our care. We will give all the support we can to a pupil who has been abused. The Head Teacher, with the DSL, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents or guardians.

Suspension
Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will liaise with the LADO, beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child.
- The allegations are so serious as to constitute grounds for dismissal if proven.
- The Police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative.

Alternatives to Suspension
We will always consider whether an alternative to suspension might be appropriate.
Possibilities include:

- Sending the member of staff on leave.
- Giving him or her non-contact duties.
- Ensuring that a second adult is always present in the classroom when he or she teaches.

Recording allegations of abuse

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

Reporting

The school is committed to promptly reporting to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. This 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. Reports will include as much evidence about the circumstances of the case as possible, mindful that failure to make a report constitutes an offence. ***Settlement agreements cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. Governors 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.***

Section Two: Concerns that do not meet the harm threshold- including low level concerns.

The school has created a culture in which all concerns about adults are shared responsibly and with the right person. These are recorded and dealt with appropriately. A low level concern is still a concern, it does not mean that it is insignificant, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult is behaving in an inappropriate way outside of work or inconsistent with the staff code of conduct, including inappropriate conduct outside of work, even if their actions do not meet the allegations threshold or considered serious enough to consider a referral to the LADO. Examples of such behaviour include, but are not limited to are, being over friendly with children, having favourites, taking photos of children on their mobile phones, engaging with a child on a one-to-one basis behind closed doors or using inappropriate sexualised, intimidating or offensive language. It is crucial that any such concerns are shared responsibly and with the right person and recorded and dealt with appropriately.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person (DSL) and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect others in school from potential false allegations or misunderstandings. The governing body and senior staff ensure that staff code of conduct, behaviour policies and safeguarding policies and procedures are implemented effectively, and ensure appropriate action is taken in a timely manner to safeguard children and facilitate a whole school approach to dealing with any concerns. The school makes sure that staff are clear about what appropriate behaviour is in their training, and

are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.

'Low level' concerns and allegations ('low-level concerns') that do not meet the harms test should be addressed separately.
A low-level concern is any concern that an adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Examples of such behaviour could be humiliating children, having favourites, being over friendly, taking photos on mobile phones, engaging one to one with pupils in secluded areas, etc. It doesn't meet the threshold of harm or is not considered serious enough for the school to refer to the local authority.
Staff know to share any suspicion so that we can create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.
Low level concerns are to be reported to the Head or Chair of Governors the same as any other concerns.

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

When a low-level concern has been raised by a third party, the Head Teacher will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. Reports of low-level concerns should be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible. Records of low-level concerns should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the school will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.
The school will consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.
The rationale for all decisions and actions taken will be recorded.

For additional advice see Staff Code of Practice and Expectations and Low Level Concerns Policy.

Disclosure and Barring Service

Reddiford School is committed to reporting to the DBS as soon as possible, ordinarily on conclusion of an investigation, when an individual is removed from regulated activity, (whether employed, contracted, or a student). Reddiford School fulfils its legal duties to respond to any requests from the DBS for information they already hold.

Reddiford School will consider making a referral to the Teaching 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. 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". Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a TRA referral.

There are restrictions (since October 2012) on the reporting or publishing of allegations against teachers and so the school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case. There remain a number of individuals who are still subject to disciplinary sanctions, which were imposed by the GTCE (prior to its abolition in 2012).

Equal Opportunities

This policy applies to all regardless of gender, race or any disability.

Types of abuse.

Abuse: 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
There are many additional specific forms of abuse and safeguarding issues. Staff are asked to read Annex B of KCSIE.
If staff have any concerns about a child's welfare, they should act on them immediately.

Physical Abuse?

- 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.

Signs of Physical Abuse

- unexplained injuries or burns
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of excessive punishment
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away

Emotional Abuse

- 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing

Signs of Emotional Abuse

- delay in physical, mental and emotional development
- admission of excessive punishment
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- self mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- running away
- child criminal exploitation

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.

Neglect

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

Signs of Neglect

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or non-attendance at school
- untreated medical problems
- destructive tendencies
- low self esteem
- neurotic behaviour
- no social relationships
- running away
- compulsive stealing or scavenging

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- **Child Sexual Exploitation (CSE)** acts that encourage children to behave in sexually

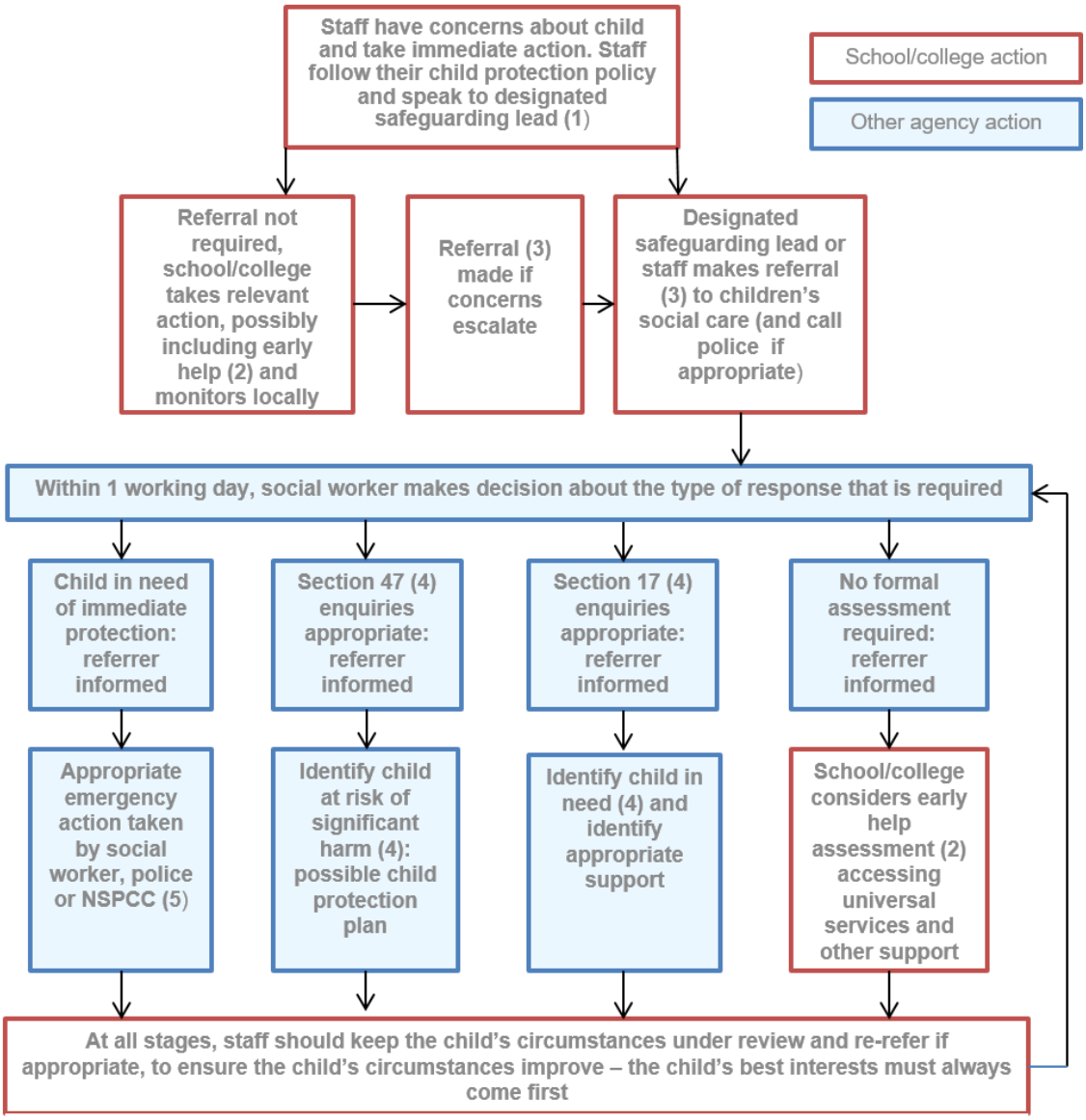
Signs of Sexual Abuse

- unexplained or inconsistently explained physical injuries
- repeat bruising; bruising of different colours; burn injuries
- reluctance to talk about an injury
- dramatic changes in behaviour e.g. more introverted, lacks confidence, more aggressive or more bullying, anti-social behaviour, truancy
- peer relationship problems
- regression to wetting or soiling
- frequent urinary tract infection or trips to the toilet
- emotional dependence on adults other than parents
- frequent request to see the school nurse
- avoidance of PE or swimming lessons (possibly hiding injuries or fear of vulnerability when changing)
- self-harming
- attention seeking beyond norm for age
- sexualised play or sexualised language beyond norm for age
- unexplained access to large amounts of money or high spending patterns
- appears frightened of, or is abnormally attached to, parent/s or carer/s

inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

- Sexual abuse may also be in the form of **Female Genital Mutilation (FGM) and Forced Marriage.** If FGM is suspected, the police (call 101) and the multi-agency referral and assessment team must be informed immediately, this is mandatory requirement. The same applies to Forced Marriage, any marriage under the age of 18 is illegal.

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

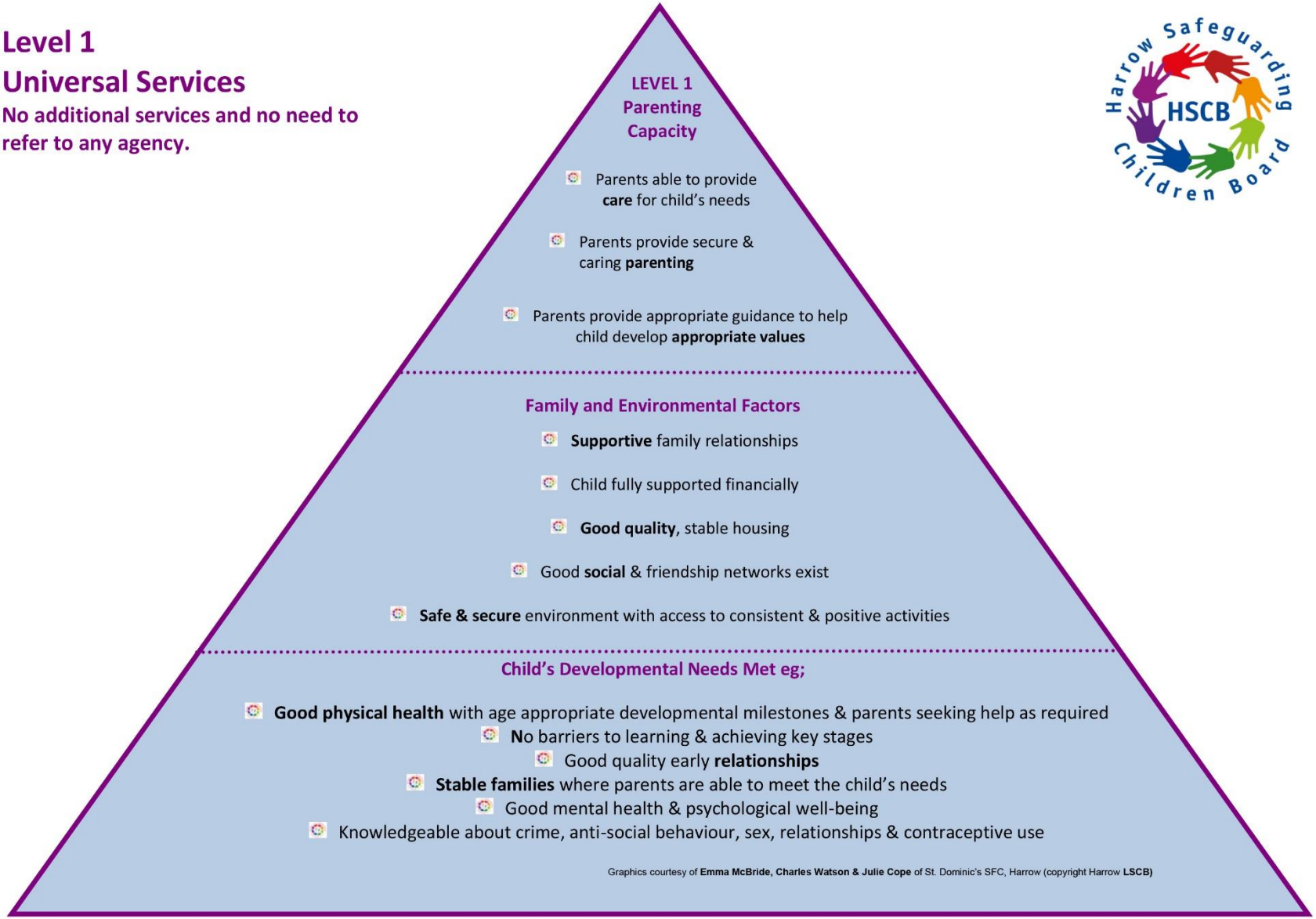
(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of Working together to safeguard children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of Working together to safeguard children.

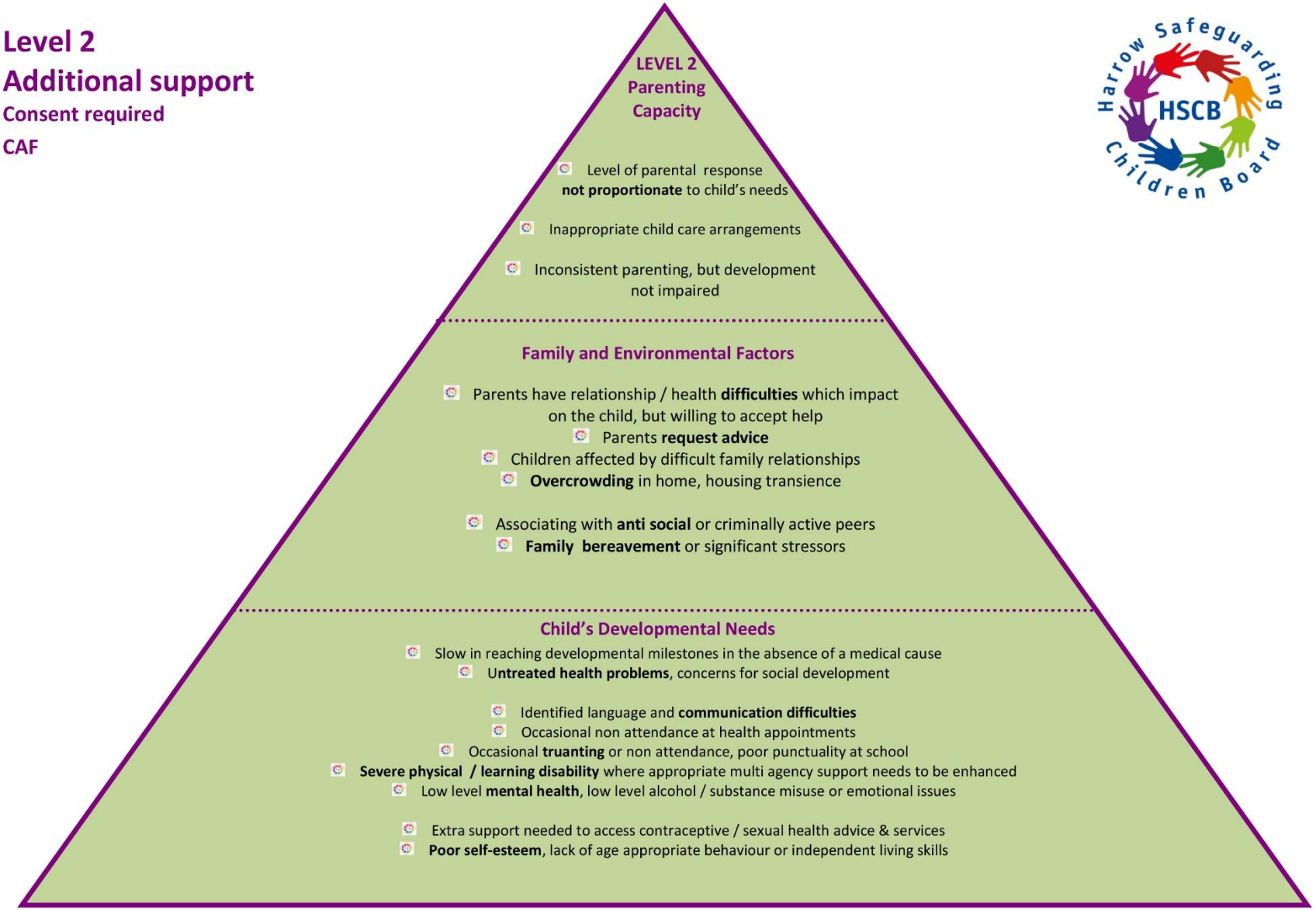
(5) This could include applying for an Emergency Protection Order (EPO).

Level 1
Universal Services
No additional services and no need to refer to any agency.

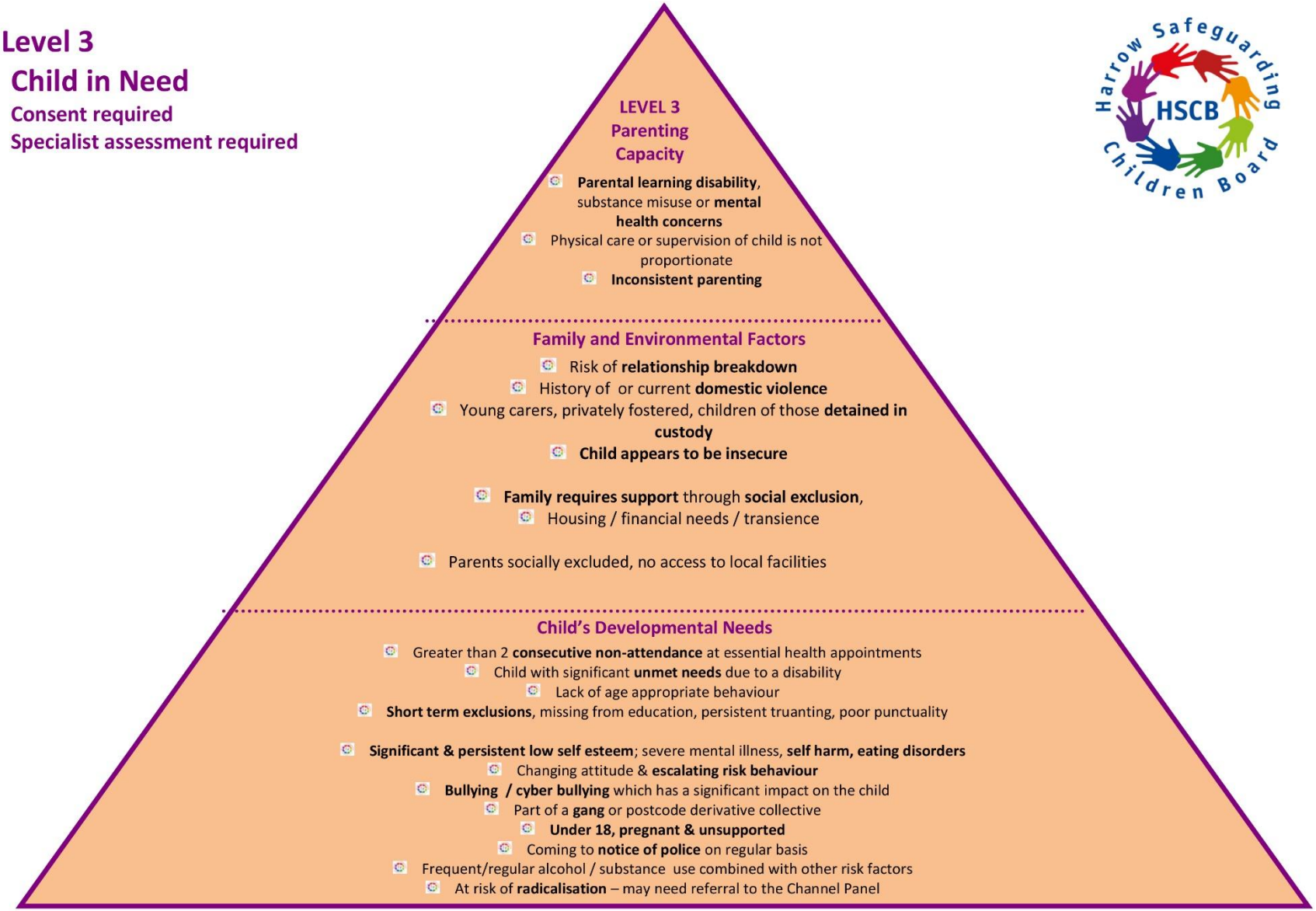


Level 2
Additional support
Consent required

CAF



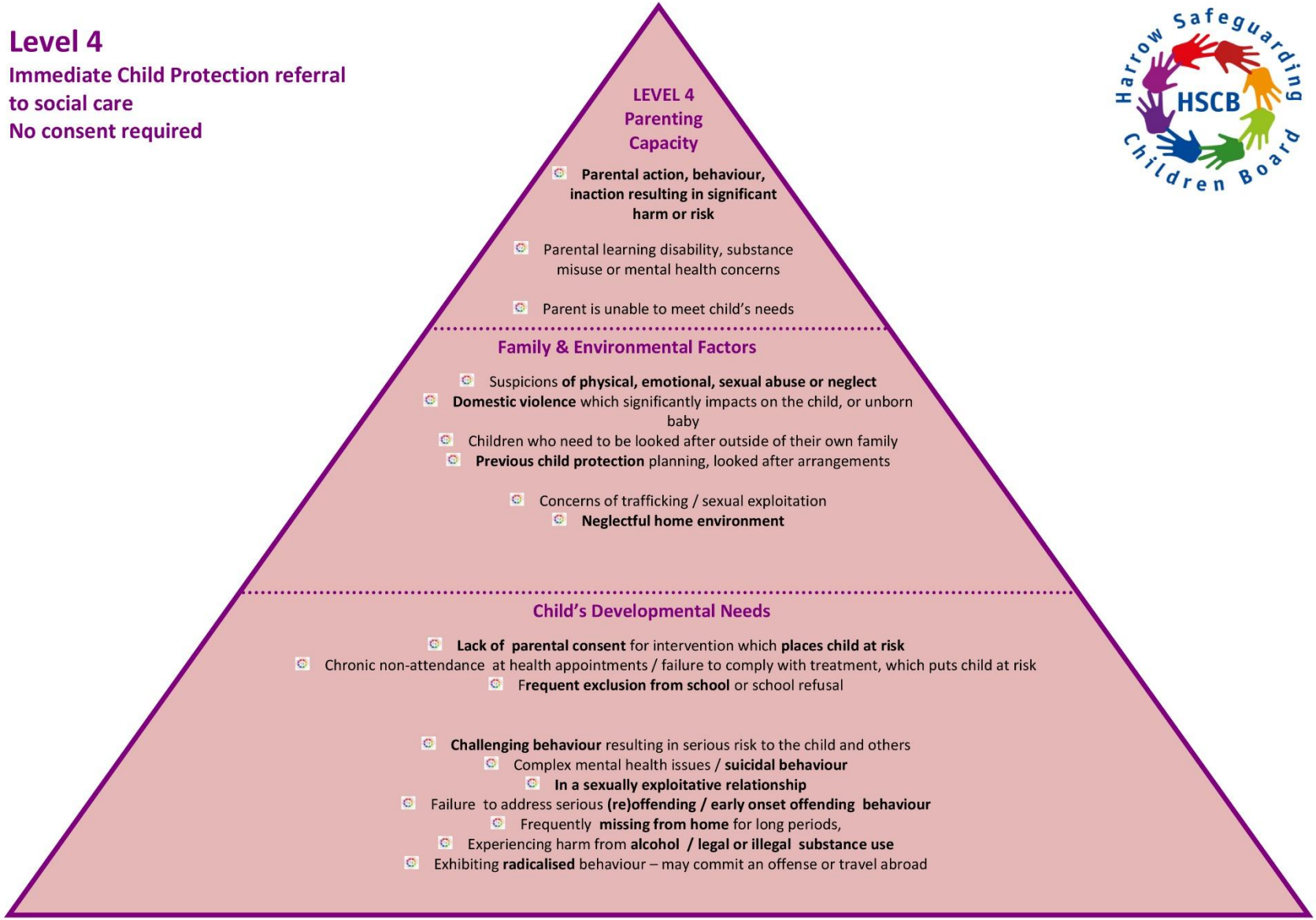
Level 3
Child in Need
Consent required
Specialist assessment required



The policy will be reviewed annually but any deficiencies or weaknesses will be remedied immediately.

Level 4

Immediate Child Protection referral to social care
No consent required



MENTAL HEALTH

If staff have a mental health concern about a child, this is also a safeguarding concern, immediate action should be taken and following the safeguarding policy, speak to the DSL. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Senior staff are also made aware of the DfE document `Mental health and Behaviour in Schools: Departmental Advice'. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. It is key that staff are aware of how children's experiences, can impact on their mental health, behaviour and education.

We have a range of support in school for any pupil that is struggling. We have a trained counsellor for pupils to talk to about their feelings and also a `voice box' in each class. Staff complete a `social concerns' form if they are worried about a child which is sent to all relevant staff and put in their profile folder. All children of concern are mentioned at staff briefings every morning for all staff to be aware.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this child protection and safeguarding policy and speaking to the designated safeguarding lead or a deputy.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm
- Changes in eating and sleeping habits
- Increased isolation from friends and family and becoming socially withdrawn
- Changes in mood
- Talking and/or joking about self-harm and/or suicide
- Drug and alcohol abuse
- Feelings of failure, uselessness, and loss of hope
- Secretive behaviour
- Clothing unsuitable for time of year, e.g. A large coat in summer
- Negative behaviour patterns, e.g. Disruption

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism
- Punctuality and lateness
- Changes in educational attainment towards education
- Family and relationship problems

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

The Prevent duty: safeguarding learners vulnerable to radicalisation 2023

On 1st July 2015 the Counter-Terrorism and Security Act 2015 came into force. This puts an emphasis on the proprietors of Reddiford School (ie the Governing Body) to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism".

This is known as the 'Prevent duty'.
Mention is made in KCSIE (2024) to preventing radicalisation. This references the duty on Reddiford School to "have due regard to the need to prevent people from being drawn into terrorism".
In complying with the Prevent duty, Reddiford School demonstrates an awareness and understanding of the risk of radicalisation in their area or institution. This will vary greatly and is likely to change from time to time.
There is sector-specific guidance for Schools and the Department for Education has issued advice which outlines what schools need to do.

Risk Assessment
The statutory guidance makes clear that Reddiford School is expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. As with managing other safeguarding risks, there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, however Reddiford School makes every effort to understands the risk so that it can respond in an appropriate and proportionate way.

It is clear from the guidance that Reddiford School should have clear procedures in place for protecting children who may be vulnerable to radicalisation.

It is not necessary to have a distinct policy on implementing the Prevent duty. The guidance is clear that general safeguarding principles apply to keeping children safe as set out in the relevant statutory guidance, Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2024.

Working in Partnership
The second part of the guidance confirms that the Prevent duty builds on existing local partnership arrangements. Harrow Strategic Safeguarding Partnership (HSSP) is responsible for coordinating what is done by local agencies for the purpose of safeguarding and promoting the welfare of children in their local area.

Reddiford School will need to work with such partner agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm via social media and the use of the internet. In addition, Reddiford School may wish to consider engagement with parents and carers to assist families who raise concerns and provide them with appropriate support.

Prevent Training
Individual schools are thought to be best placed to assess their training needs in light of their assessment of the risk. As a minimum, however, Reddiford School ensures that staff have undertaken Prevent awareness training.

Reddiford School staff have completed the online 'College of Policing - Channel General Awareness module' Prevent Duty training, certificates of completion are held in staff files.

It is important that staff are trained on how to identify factors that can help make people vulnerable to radicalisation. This may include, for example, monitoring all pupil absences and promptly addressing concerns about irregular absence with the parent or carer.

As part of prevention, staff may receive focused training to support the ever-changing landscape of safeguarding which is underpinned by legislation and guidance on issues such as radicalisation.

IT Policies

It is clear that there is emphasis on the need for Reddiford School to ensure that children are safe from terrorist and extremist material when accessing the internet in school. Reddiford ensures that suitable filtering is in place. More generally, Reddiford School will need to use their normal routes to help equip children and young people to stay safe online, both in school and outside. Internet safety is already an integral part of the Reddiford School's ICT curriculum and in PSHE education.

Practical Steps

Practical steps to comply with the Prevent duty may include the following:

Conduct a risk assessment to assess the likelihood of pupils being drawn into terrorist organisations including extremist ideas, to demonstrate an understanding of the risks and how to identify children who may be at risk of radicalisation and what to do to support them. This should form part of an overall risk assessment, rather than a separate activity;

Review other relevant policies which may be affected by the Prevent duty including the school's anti-bullying policy, continue to work in partnership with the HSSP (Harrow Strategic Safeguarding Partnership);

Ensure there is staff training to raise awareness on how to protect children who may be vulnerable to radicalisation or exposed to extremist views; constantly review the school's ICT Policy to ensure children are protected online at school.

Ensure that any visiting speakers, whether invited by staff or pupils are checked as suitable and appropriately supervised at all times.

Radicalisation and Extremism Procedures

Prevent Procedure

Pupils at Reddiford School are made aware of and share ideas on spiritual, moral, social and cultural matters, e.g. the variety of religious beliefs in the world, what is a right or wrong decision to make, how to secure quality inter-personal relationships and how cultures differ, through both the formal curriculum taught (core subjects, Beliefs and Values, the PSHE programme and assemblies) as well as through the behaviour and manner of conduct expectations held by the school. Where appropriate, subjects such as bullying, racism, rights and responsibilities, which may include radicalisation and extremism, are discussed through these channels.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

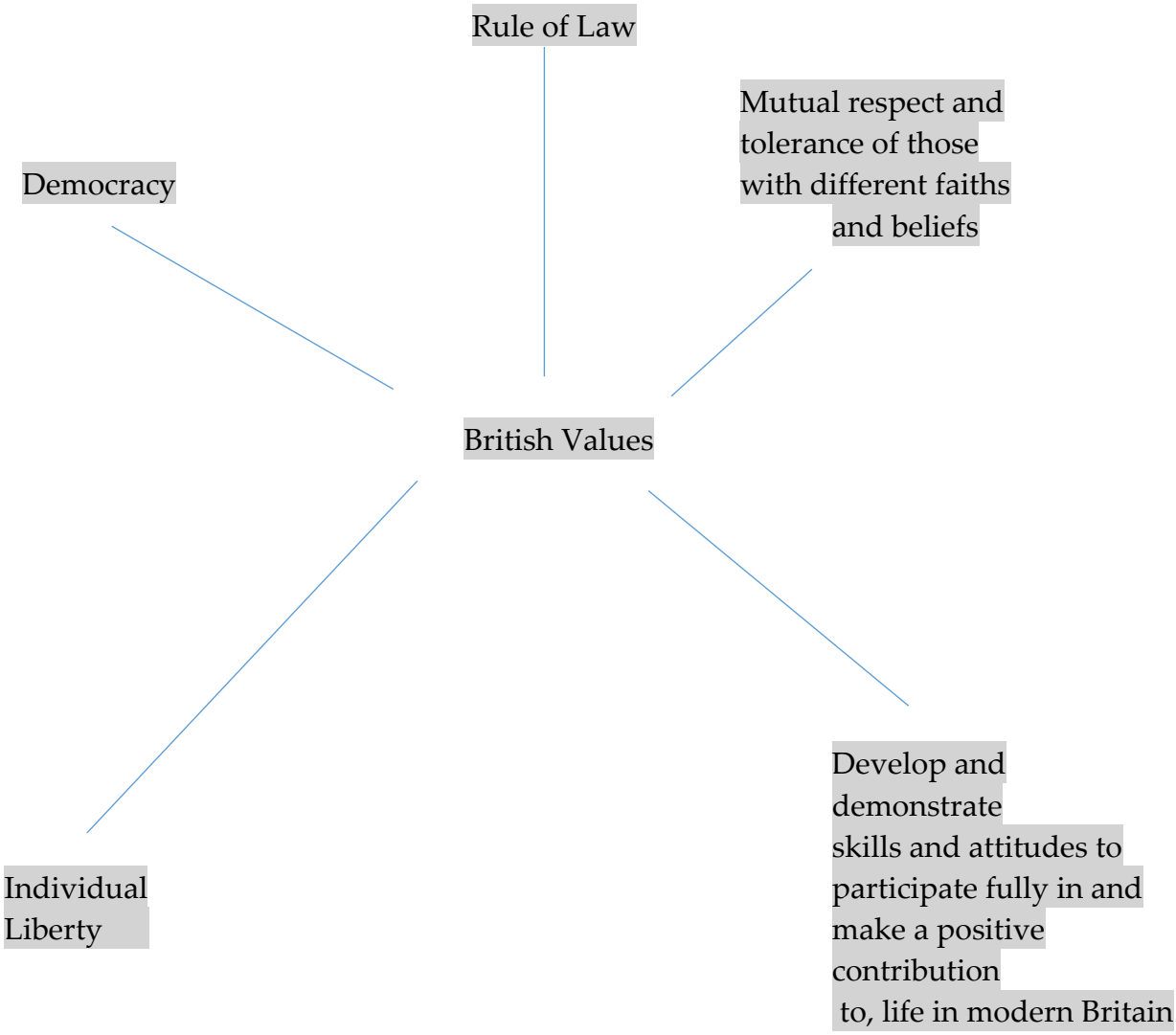
Reddiford School additionally has an effective pastoral care structure and robust internal referral processes which allows staff to flag up any concern, including radicalisation and extremism, they may hold. Weekly staff communication meetings are held where individual concerns are brought to the attention of every member of staff.

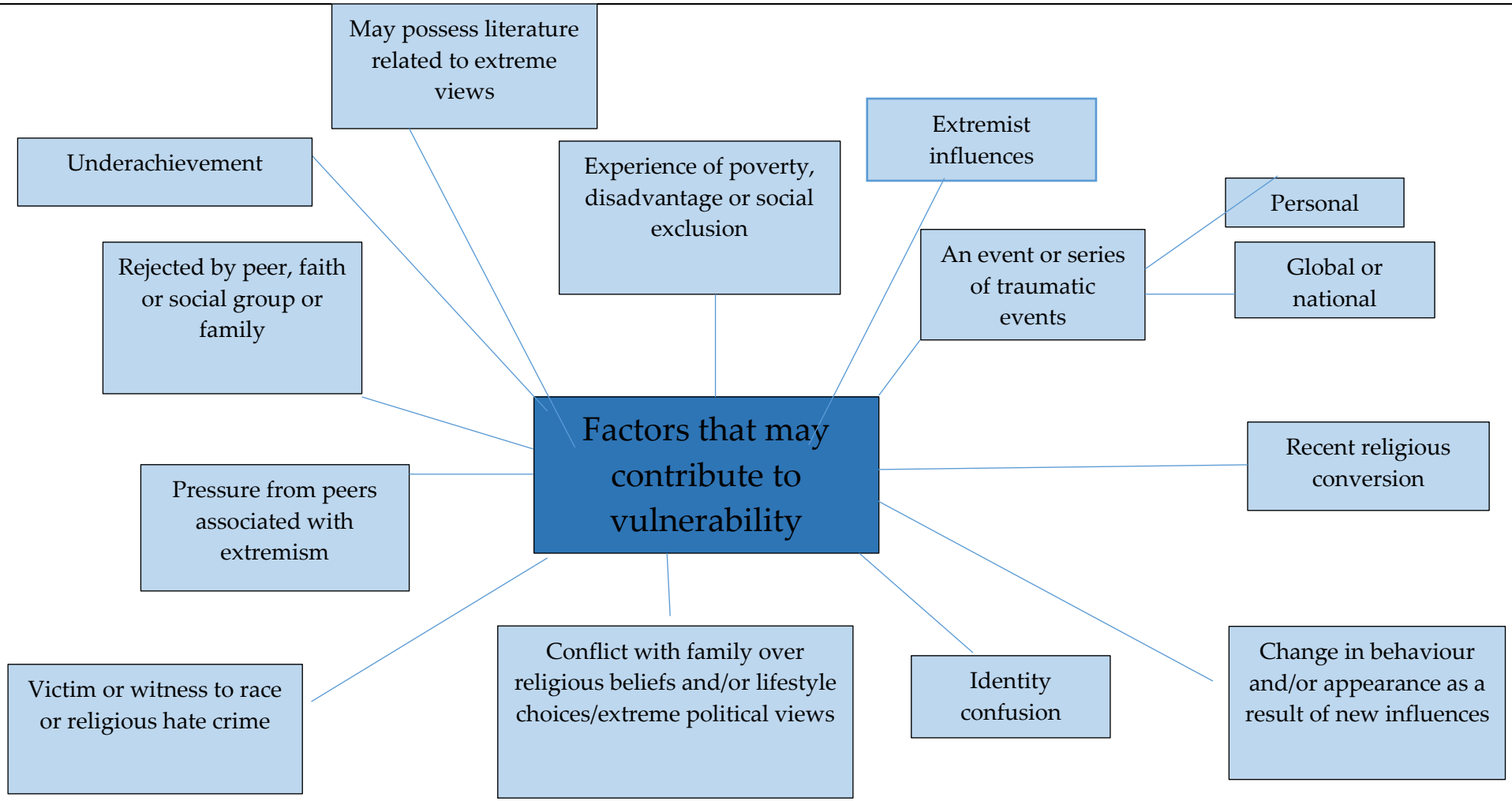
Additionally, any staff member with a concern will complete the Radicalisation and Extremism Cause for Concern form and give this immediately to one of the appropriate Designated Safeguarding Leads.

Any concern raised will be logged and the Head Teacher will make a decision as to the way forward. This may include contacting the relevant external bodies for advice or to report a concern.

Reddiford School has undertaken a risk assessment with regards to radicalisation and extremism- see below. We also identify pupils who may be at risk of radicalisation and extremism or susceptible to extremist ideology and radicalisation.

The Basis of British Law





A graphic from a police guide for school staff showing possible indicators of 'radicalisation'

RADICALISATION AND EXTREMISM CAUSE FOR CONCERN
REFERRAL FORM Confidential

Please remember do not interpret what is seen or heard; simply record the facts.

After completing this form please ensure that it is handed to a Designated Safeguarding Lead immediately.

Name of student	
Year group and class	
Class teacher of student	
Staff member completing the form	
Date of referral	
Please use the space below to provide details of your concern based on facts you have seen or heard	

Nature of the concern (please tick):

Incident in school, outside school or both	
Directly observed/heard by staff member	
Information received second hand, e.g. overheard conversation	
Inappropriate content on an electronic device	
Evidence of propaganda material	
Involving more than one child / gang mentality	
Inappropriate material held by student	

Signed …….. Print Name ……..…….. Date ……

RADICALISATION AND EXTREMISM RISK ASSESSMENT

Does the school have a policy?	YES	
Does the school liaise with external agencies on these issues?	YES	Harrow Children's Services, (Multi-Agency Referral and Assessment Team) and the Police
Has the school got a nominated lead for radicalisation and extremism?	YES	Head Teacher
Do staff have a process to voice their concerns?	YES	Radicalisation and Extremism CfC form
Do students have a process to voice their concerns?	YES	Class Teacher discussion (individual or within the class), School Council and the general availability of all staff
Are there opportunities for students to learn about radicalisation and extremism?	YES	Broad and balanced curriculum, Beliefs and Values, PSHE lesson, assemblies
Are there any current cases of radicalisation and extremism at the school?	NO	
Is the school prone to cases of radicalisation and extremism?	NO	
Is the catchment area prone to cases of radicalisation and extremism?	YES	
Evaluation of the risk	LOW	Robust procedures are in place to identify, record and act upon any incident that might occur. In line with the bullying procedures an annual review of any incidents will take place to identify trends etc so that the school can be proactive and amend procedures as required. The Head and the Bursar will report back to the Governing Body annually over incidents, trends and Recommendations following the review. The curriculum and the social, moral, spiritual and cultural education provided gives the pupils appropriate knowledge of the issues associated with radicalisation and extremism. Curriculum mapping to identify strengths and areas for development is on-going.

9

b. The Pupils

Are the pupils aware of radicalisation and extremism?	YES	As needed through a broad and balanced curriculum, Beliefs and Values, PSHEE lesson, assemblies
Are individual pupils risk assessed?	YES	Pupils who are perceived to be vulnerable are identified via the Radicalisation and Extremism CfC form
Students at risk	NONE	

Evaluation of the risk	LOW	Staff awareness of CfC form is high and will be re-visited as appropriate. Curriculum mapping to identify strengths and areas for development.

c. The Community

Evaluation of the risk	LOW	We will continue to liaise with parents, carers and the wider community with regards to radicalisation and extremism.

Photographing and mobile phones

POLICY FOR USE OF CHILDREN'S IMAGES, MOBILE PHONE AND CAMERA AND OTHER ELECTRONIC DEVICES WITH IMAGING AND SHARING CAPABILITIES

This policy applies towards all children, including EYFS. It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used

1. The word `image' is used here to include photographs, digital photographs, webcam, mobile phones, film and video recordings.

2. Reddiford School believes that the responsible use of children's images can make a valuable contribution to the life and morale of the school.

3. We only use images that the Head considers suitable and which appropriately represent the range of activities the school provides and the values it adheres to. No images will be used which could be considered to put any child at increased risk.

4. Through this policy we aim to respect young people's and parents' rights of privacy and minimise the risks to which young people can be exposed through the misuse of images. The policy takes account of both data protection and child protection issues.

5. Photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998. We will not use images of identifiable individuals for school publicity purposes without the consent of either the individual themselves or, in the case of pupils, their parent, guardian or carer.

6. **General consent** will be gained from parents in the consent form.

7. **Specific consent** may be sought from parents for particular projects involving the taking of children's photographs. In seeking specific consent, we will ensure that parents are clear why we are using a child's image, what we are using it for and who might want to look at the pictures. If permission is granted, then photographs are only for parental/carers personal use and must not be placed on any social network sites.

8. All original images will be stored securely and used only by those who are authorised to do so.

9. We will only use images of children in suitable dress. The Head will decide if images of some activities –such as sports or arts – are suitable without presenting risk of potential misuse.

10. Any evidence of the use of inappropriate images, or the misuse of images, will be reported to the school's child protection designated teacher, Social Services and/or the police as appropriate.

11. Individual pupils will not be named in conjunction with their image unless parental consent received and we will never use an image of a child who is subject to a court order.

12. **School Website -**We will adopt the same principles as outlined above when publishing images on the internet as we would for any other kind of publication or publicity material. However, the school recognises that there is no control over who may view images, and consequently a greater risk of misuse of images, via the internet.

13. Images, and accompanying details, will only be used in line with government guidance.

14. Staff will not use personal cameras to take photographs of the children.

Mobile Phones

- Reddiford School allows staff to bring in personal mobile telephones for their own use at the correct time. They are forbidden from taking photos of pupils on their personal phones or cameras.

- Users bringing personal mobile telephones into Reddiford School must ensure there is no inappropriate or illegal content on the device.

- All staff must ensure that their mobile telephones are left out of sight throughout contact time with children.

- Mobile phone calls may only be taken during staff breaks or in staff members' own time.
- If staff have a personal emergency they are free to use the school's phone or make a personal call from their mobile in the office.

- If a member of staff is waiting for an emergency personal call, then their phone may be left with the office secretary who with permission will answer and then notify the member of staff.

- Staff will need to ensure that the office has up to date contact information and that staff make their families, children's schools etc., aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

- On occasion, when it is necessary for a child to bring a mobile phone to school, with consultation with the Head, this will be allowed.

For example, if a child is walking home for the first time and the parents request for the child to have a mobile phone, then the phone will remain in the Deputy Head's Office until the end of the day. Usually, children are not permitted to bring mobile phones into school. If a child is found in possession of a mobile phone it will be confiscated and returned to the child's parent.

Useful Contacts:

Mr O'Toole – Designated Safeguarding Lead –
Deputy Headteacher 020 8866 0660

Children's Access Team (CAT)/Multi Agency Safeguarding Hub (MASH): 020 8901 2690

Harrow's Emergency Duty Team (Out of office hours): 020 8424 0999

Local Authority Designated Officer (LADO): 020 8901 2690

DfE (dedicated non-emergency helpline): 020 7340 7264

Children with Disabilities Service: 020 8966 6481

Local Police (non-emergency): 101

Specific safeguarding issues:

Expert and professional organisations are best placed to provide up to date guidance and practical support on specific safeguarding issues.

The following websites and telephone numbers can be used for specific safeguarding information:

www.nspcc.org.uk
Tel: 0800 800 500

www.childline.org.uk
Tel: 08001111

Charity Commission guidance on charity and trustee duties to safeguard children is available at GOV.UK

Contact for **Prevent** non-emergency advice is:
Tel 020 7340 7264
counter-extremism@education.gsi.gov.uk

www.ceop.police.uk
Child Exploitation and Online Protection Command

Forced Marriage – the right to choose.

NPCC (National Police Chief's Council) – When to call the Police

Data protection: toolkit for schools

Appendix 1

KCSIE Annex C: Role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety, filtering and monitoring). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher, if not the headteacher, to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member and ensuring a responsible adult is with the child.
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

• understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

• 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 or college's child protection policy and procedures, especially new and part time staff;

• are alert to the specific needs of children in need, those with special educational needs and young carers;

• understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;

• understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;

• are able to keep detailed, accurate, secure written records of concerns and referrals; • understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

• are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

• can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

• obtain access to resources and attend any relevant or refresher training courses; and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The designated safeguarding lead should:

• ensure the school's or college's child protection policies are known, understood and used appropriately;

• ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

• ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

• link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

• help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Transfer of the Child protection file

Where children leave the school the designated safeguarding lead will ensure the child protection file is transferred to the new school within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be 101 obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. When the school is closed, all staff have the contact details of the DSL.

Appendix 2

Ofsted's review of sexual abuse in schools and colleges – June 2021

At Reddiford we consider the Ofsted review to be essential reading for all schools and their governing bodies. It contains the following recommendations for school and college leaders:

"School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.
In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them.

All staff and Governors have been made aware of this information.

Mr A Cairns	Chair of Governors
Mr M Husbands	Safeguarding Governor
Mr V O'Toole	Deputy Head Teacher- Pastoral DSL
Last policy review	September 2024
Amendments approved by Safeguarding Governor	September 2024
Date of Annual review Date of next Annual review	Sept/Oct 2024 Sept/Oct 2025