



## Safeguarding Children and Child Protection Policy

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## **1. Introduction**

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

## **2. Policy statement**

This policy matters because we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children through a culture of vigilance from all staff. Our staff code of conduct makes it clear that we expect the highest standards of care and support for all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of Richmond upon Thames Local Safeguarding Children Board (LSCB).

### **Principles**

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance including risks of radicalisation and sexual exploitation
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so

### **Aims**

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

## **3. Terminology**

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, ensuring children are protected from radicalisation preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Teddington School is fully committed to safeguarding and promoting the welfare of all its pupils and as a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. Training will be given to staff on the Prevent strategy which will include guidance on recognising those indicators that make a student vulnerable to radicalisation and the duty to refer as with any other safeguarding concern to the DSP.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance 'Working together to Safeguard Children 2015' (see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)) Child protection is part of safeguarding and promoting the welfare of children.

It is activity undertaken to protect those children who have been identified as suffering, or being at risk of suffering harm. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.

Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. Think it fine here.

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

Child refers to all young people who have not yet reached their 18th birthday.

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

#### **4. Context**

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The Children Act 2004 places a duty to cooperate with other agencies in the safeguarding of children.

Working together to Safeguard Children 2015' (see [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

New statutory guidance, called Keeping Children Safe in Education, was issued in, 2015 and this policy reflects the changes in that guidance.

Schools have a duty to keep students safe from radicalisation as outlined in Protecting children from radicalisation the prevent duty - Publications - GOV.UK 2015

### **Statutory Duties**

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2016)

Schools also have a duty to safeguard pupils from other form of abuse such as FGM and sexual exploitation as outlined in the following documents:

Female genital mutilation guidelines to protect children and women - Publications - GOV.UK 2015

FGM Mandatory Reporting – the professional duty

From 31st October 2015, all regulated professionals (health, teachers, social workers) are required to report known case of FGM or disclosed cases of FGM direct to Police.

and

What to do if you suspect a child is being sexually exploited - Publications - GOV.UK 2015

Schools also have a duty to show due regard to the Prevent agenda which came into force for school from July 2015 The aim of Prevent is to stop people from becoming terrorists or supporting terrorism.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns (see section 6 for further guidance on this).

### **5. Key personnel:**

The designated senior person (DSP) for child protection in this school is:

Mr N Hill

Contact details: 0208 943 0033.

E mail: [nhill@teddingtonschool.org](mailto:nhill@teddingtonschool.org)

The deputy designated person in this school is:

Miss N. Harrison

E Mail: [nharrison@teddingtonschool.org](mailto:nharrison@teddingtonschool.org)

The nominated child protection governor for this school is:

Ms Adele Kimber

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Contact details: [governors@teddingtonschool.org](mailto:governors@teddingtonschool.org)

(In the case of an allegation against the Headteacher the person reporting needs to report directly to the nominated child protection governor and no other person in school. A contact number is held by the school office.)

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**The Headteacher is:**

Mr John Wilkinson

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Contact details: [jwilkinson@teddingtonschool.org](mailto:jwilkinson@teddingtonschool.org)

Telephone: 0208 943 0033

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**6. Roles and responsibilities**

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The local authority maintains a list of all designated senior persons (DSPs) for safeguarding and child protection.

**The school has ensured that the DSP:**

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure (see below at footnote)
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance

- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the Safeguarding and Child Protection Policy is updated annually
- ensure that staff understand the issue of radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals with regard to concerns about radicalisation
- liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate
- keeps a record of staff attendance at child protection
- makes this policy available to parents.
- The deputy designated person(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.
- Ensure students are clearly aware of where they can go to discuss any personal issues or concerns about other students.

**The governing body ensures that the school has:**

- a DSP for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training and ensures that the school meets its statutory duties with regard to preventing radicalisation.
- a Safeguarding Children and Child Protection Policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
- A training strategy that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- The governing body nominates a member (normally the chair) to be responsible for liaising with appropriate agencies in the event of an allegation being made against the Headteacher
- A nominated person who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation

## The Headteacher:

- ensures that the Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff
- ensure that the school and its staff respond to preventing radicalisation on a day to day basis
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensures that child's safety and welfare is addressed through the curriculum
- ensures the school site is safe and keeps this under constant review

## 7. Good practice guidelines

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in a child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, E-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- all staff should be aware of **their role in identifying emerging problems, sharing information with other professionals to support early identification** and assessment and, **in some cases, acting as the lead professional in undertaking an early help assessment.**
- all staff should be aware of the principle of an early help process, and understand their role in identifying emerging problems.
- it is important for children to receive the right help at the right time to address risks and prevent issues escalating.
- press for **re-consideration of a raised concern** to ensure concerns have been addressed

## 8. Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

From September 2012 the school expects all staff to adopt and adhere to the professional standards for teachers set out in the DFE Teachers' Standards May 2012. This applies equally to non-teaching staff in relation to those standards described which do not relate directly to the work of teaching in the classroom.

School staff should also refer to the E-Safety Policy for further guidance about how to communicate safely and keep children safe.

## **9. Children who may be particularly vulnerable**

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

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

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

## **10. Support for those involved in a child protection issue**

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously

- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

### **11. Complaints procedure in respect of poor practice behaviour**

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

### **12. If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

### **13. Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (pp 57-67)

For further information on managing allegations against staff contact your Local Authority Designated Officer (LADO) at the following email address:

[lado@richmond.gov.uk.cjism.net](mailto:lado@richmond.gov.uk.cjism.net)

#### **14. Staff training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the Headteacher (unless the Headteacher is the DSP) and governors will receive training that is updated at least every three years and the DSP will receive training updated at least every two years, including training in inter-agency procedures.

#### **15. Safer recruitment**

The school will follow guidance set out in Keeping Children Safe in Education 2015, and have regard to the School Staffing (England) Regulations 2009 when appointing staff to any position.

All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding and Child Protection Policy and identification of their own safeguarding and child protection training needs as soon as possible after joining the school. All staff sign to confirm they have received a copy of the Safeguarding and Child Protection Policy (this document) when they sign their contract of employment.

In order to comply with its wider duties under the law, the school will notify the Disclosure and Barring Service of any member of staff who is dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

#### **16. Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our children attend off-site activities, we will check that effective child protection arrangements are in place.

Where our children stay with host families abroad (for example, as part of a language exchange) the school will ensure that all available local safeguarding checks are carried out, compliant with the laws and regulations in force in the host jurisdiction. Parents will be informed of the extent of these checks to enable them to make a decision about whether their child should participate.

#### **17. Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people

abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them
- ensure that students do not take photographs or video images of other students without their express permission and the permission of a member of staff

## **18. E-Safety**

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's E-Safety Policy explains how we try to keep children safe on-line and when using electronic communication devices in school. Cyber-bullying by children, via texts, emails or social media/forums, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. The School's E-Safety Policy gives additional clear instructions about how to use electronic communication safely.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. The school will regularly update the curriculum coverage of on-line risks and how to manage them, so that students have opportunities to explore the issue of on-line safety throughout their time at Teddington School

## **19. Looked after Children**

The governors will usually appoint a designated teacher (usually the DSP) to promote the educational achievement and wellbeing of children who are looked after, and ensure that this person has appropriate training.

The most common reasons for children becoming looked after is as a result abuse and/or neglect. The school will ensure that staff have the necessary skills and knowledge to keep looked after children safe. Appropriate staff will have the information they need in relation to a looked after child's legal status (for example, who has parental responsibility and who is not permitted to know who or where the child is being educated), and the level of authority delegated by the caring authority to the carer. The designated teacher and the DSP must have the up to date details of the allocated social worker and the name of the virtual school head in the authority that looks after the child.

## **20. School site - Health and Safety, and Security**

Teddington School is committed to ensuring that the physical environment at school is safe and protects children from harm or the risk of harm. This includes regular

checks e.g. of fire safety, PAT testing etc. being carried out and recorded. All relevant assessments and policies will be reviewed regularly and dated. Site security will be monitored and checks recorded.

## **21. Safeguarding and Child Protection Procedures - Guidance for Staff**

The School has a commitment to train staff to ensure awareness of key issues and also to ensure that all staff manage any issues in a similar way

### **21.1 Recognising abuse**

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

#### **a) Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### **b) Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### **c) Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the

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

#### **d) Neglect**

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

### **21.2 Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. A copy of the anti-bullying procedures is available on the school website and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSP will consider implementing child protection procedures.

### **21.3 Children going missing**

A child going missing from school is a potential indication of abuse and neglect. The school will monitor attendance and all staff involved in registering and monitoring attendance will raise concerns through this safeguarding procedure where there is concern about patterns of absence or sudden unexplained absence, or prolonged periods of unexplained or suspicious absence.

### **21.4 Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community, in line with its Sex and Relationships Education Policy. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

### **21.5 Further information on Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food,

accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

## **21.6 Further information on Female Genital Mutilation**

Female genital mutilation (FGM): School staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place have been published to staff and are available from the safeguarding team. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## **21.7 Further information on definitions and indicators of radicalisation**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views.

These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.

Communications with others that suggests identification with a group, cause or ideology.

- Using insulting derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

## 21.8 Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

It is to be noted that it is the **concern of** the staff member that is important and which should be reported. It is not the staff member's responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

## 21.9 The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating

disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## **22. Taking action**

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP by the end of the day
- if the DSP is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern to children's social care
- do not start your own investigation – if no appropriate person is available, a referral should be made directly to Richmond Single Point of Access (SPA) 020 8891 7969
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Back up your report with a detailed written or e-mailed account to be given to the DSP within 24 hours
- seek support for yourself if you are distressed.
- If concerned about radicalisation refer to the DSP who may then refer these concerns to the local authority Channel Panel, which is a multi agency process and panel, chaired by LA (or key partner), which safeguards victims from exploitation and the road to radicalisation.

### **22.1 If you suspect a child is at risk of harm including radicalisation**

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

If the child does begin to reveal that they are being harmed you should follow the advice for all safeguarding concerns and report these to a member of the safeguarding team.

If, following your conversation, you remain concerned; you should discuss your concerns with the designated person immediately.

### **22.3 If a child discloses information to you**

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

### **During your conversation with the child:**

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed, either from your line manager, the DSP, the Headteacher, or the confidential staff support line provided by the school.

A record of any such conversation must be written up as soon as possible after the event (and within 24 hours) and sent or given to a DSP, who will take appropriate action.

### **22.4 Referral to Children’s Social Care via SPA**

The DSP will make a referral to Children’s Social Care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. The school will also report to the LADO (Local Authority Designated Officer) if it suspects harm or possible wrongdoing. In cases of suspected radicalisation the local authority Channel Panel will be notified.

### **22.5 Notifying parents**

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

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children’s Social Care via the SPA.

### **23. Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSP, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

All written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

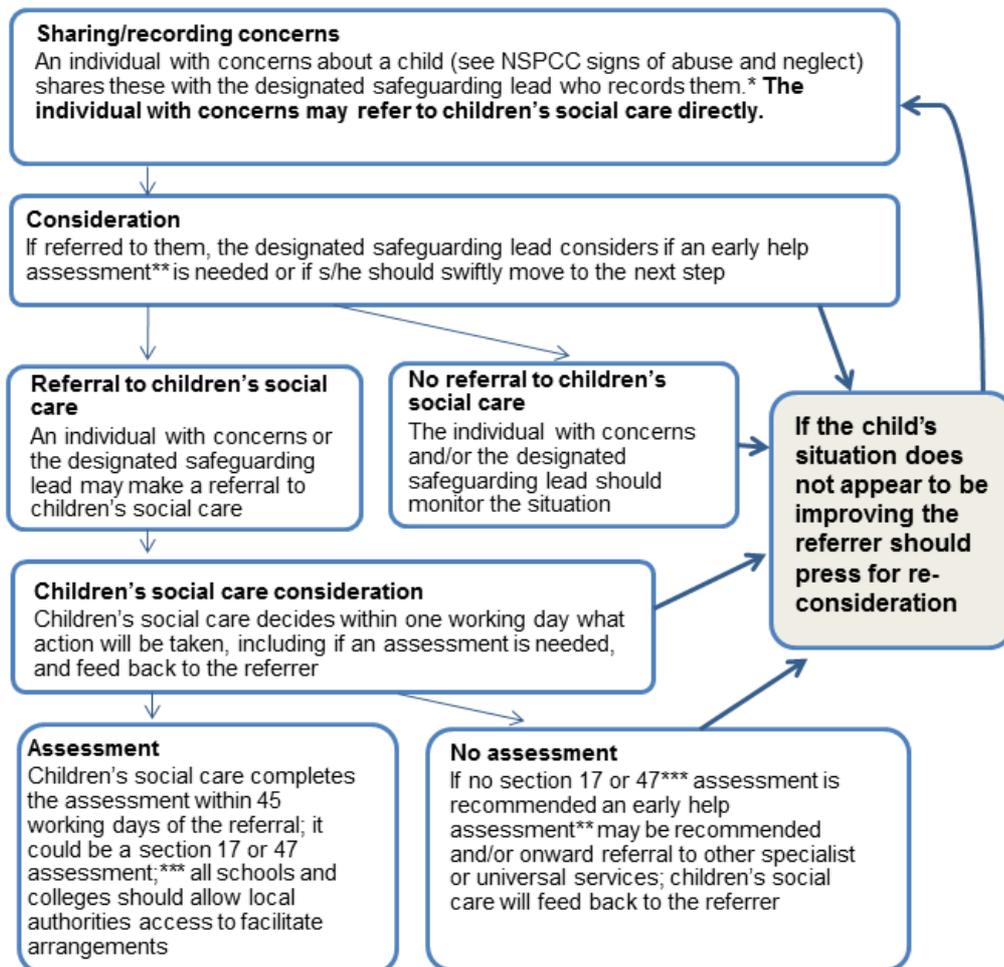
The school's policy on confidentiality and information-sharing is available to parents and children on request via the Data Protection Procedures.

**24. A general flowchart guide to courses of action when you suspect a child has or is likely to suffer harm**

**Action when a child has suffered or is likely to suffer harm**

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

**Anybody can make a referral.**



\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

## 26. Related safeguarding portfolio policies

- Physical Intervention and Physical Contact Policy
- Complaints Procedure
- Anti-bullying Policy
- Whistleblowing Policy
- Safer Recruitment Procedures
- Drugs and Alcohol Policy
- Premises Security Procedures
- Sex and Relationships Education Policy
- E-Safety Policy

## 26. Key Contacts:

### Key Service Contacts:

<b>Single Point of Access</b>	42 York Street Twickenham TW1 3BW	020 8891 7969
<b>Child and Family Consultation Service</b>	Richmond Royal Hospital Kew Foot Road Richmond TW9 2TE	020 8772 5661

### Key professional contacts:

<b>Title</b>	<b>Address/Telephone</b>
<b>Principal Manager Safeguarding and Family Support</b>	42 York Street Twickenham TW1 3BW 020 8891 7961
<b>Child Protection and Planning Manager</b>	42 York Street Twickenham TW1 3BW 020 8891 7830

**Local Safeguarding  
Children Board**

42 York Street  
Twickenham  
TW1 3BW

**PC Emil Kandar  
Prevent Engagement  
Officer (Kingston,  
Richmond and  
Wandsworth)**

Landline: 020 8247  
8900

Mobile: 07585 888  
850

Email:  
[emil.Kandar@met.pnn.police.uk](mailto:emil.Kandar@met.pnn.police.uk)

**PC Rick Warrington  
Counter Intelligence  
Officer (Kingston  
and Richmond)**

Landline 0208 247  
7089

Mobile 07767  
007716

Email  
[rick.Warrington@met.pnn.police.uk](mailto:rick.Warrington@met.pnn.police.uk)

**Michael Allen  
Prevent Lead  
Richmond**

Tel 020 8831 6198

Email  
[michael.Allen@richmond.gov.uk](mailto:michael.Allen@richmond.gov.uk)

### Emergency out of hours contacts

In an emergency, outside of office hours and all day on Saturdays, Sundays and Bank Holidays for child protection concerns:

**Telephone:** 020 8744 2442  
**Minicom:** 0845 600 7752  
**Type Talk:** 1800 1 020 8744 9414

This Governing Body will monitor and evaluate this policy by having termly meetings between the safeguarding GB and SLT lead, and annually update the policy. Mid year updates can go to the GB Students Committee for approval if required

Last Reviewed	Date March 2016	By Students Committee
Next Review	Date March 2017	By Students Committee