



Safeguarding and Child Protection Policy

Governors' Committee Responsible	Full Governing Body
Status	Statutory
Review Cycle	Annual
Date written/last review	September 2023
Date of next review	September 2024



Kingston and Richmond
Safeguarding Children Partnership

Contents	2
1. Introduction and policy aims	3
2. Definitions	5
3. Key personnel	6
Children’s services	6
Local authority designated officer (LADO)	7
4. The law (legislation) and statutory guidance	8
5. Roles and responsibilities	9
6. What to do if you have concerns about a child’s welfare	13
If a child is in immediate danger, or is suffering or likely to suffer significant harm	13
Disclosures	13
Concerns about a child who is not in immediate danger, or is suffering or likely to suffer significant harm	14
If a child is at risk of female genital mutilation or it has taken place	16
Concerns about nudes or semi-nudes	17
Child-on-child abuse, including sexual violence and sexual harassment	18
Concerns about mental health	22
Concerns about extremism and radicalisation	22
How pupils can report concerns	23
Flowchart: what to do if you have concerns about a child	24
7. Confidentiality	24
8. Record Keeping	26
9. Concerns or allegations about adults in our school	26
10. Whistleblowing	26
11. Online safety and the use of smart devices	27
12. Children potentially at greater risk of harm	29
13. Identified areas of particular risk for our school	31
14. Lettings and off-site arrangements	31
15. Training	32
16. Teaching and Learning	34
17. Linked policies	35
Appendix 1: Types of abuse and specific safeguarding concerns	36
Specific safeguarding concerns	37
Appendix 2: Allegations against staff and low-level concerns procedure	50
Appendix 3: Concern Reporting Form	53
Appendix 4: Concerns Flow Chart	55
Appendix 5: Body Map	56
Appendix 6: Whistleblowing	60
Appendix 7: Links	61
Appendix 8: The 3 R’s	64

1. Introduction and Policy aims

This policy sets out how the Governing Body of The Russell School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002.

The Russell School fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. This Safeguarding and Child Protection Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

Safeguarding information is published throughout the school and all children know who they can talk to in school and how they can make an anonymous disclosure using our worry monster/ box systems.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We are aware that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Wherever the word 'staff' is used, it covers all staff on site, including ancillary, supply and self-employed staff, contractors, volunteers and Governors. It seeks to set out the principles and procedures we operate to protect children from harm. This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out.

This policy will be updated as and when required and annually as a minimum. This may require our policy to be published 'pending Governor ratification'.

This policy aims to demonstrate to staff, Governors, pupils, parents/carers, stakeholders and other partners, The Russell School's commitment to safeguarding and child protection.

The welfare of our children is paramount. All children, regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

We recognise that all adults in our school have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

Our school is committed to developing a culture of safeguarding by providing an environment in which children and young people feel safe, secure, valued and respected and which promotes their social, physical and moral development. Children in our school feel confident to, and know how to approach adults if they are in difficulties.

This policy is used in conjunction with staff training and continued professional development to strengthen our whole school approach to safeguarding and to:

- raise staff awareness of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse

- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children
- emphasise the need for good levels of communication between all members of staff and develop and promote effective working relationships with other agencies, especially Achieving for Children (AfC), the Kingston and Richmond Safeguarding Children Partnership (KRSCP) and the police
- develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse; ensure that the structured procedure is followed by school staff in cases of suspected abuse

Pupils and staff involved in child protection issues will receive appropriate support.

As a result of local learning, including around the website *Everyone's Invited* in March 2021, the school has a culture of prevention and education in order to raise responsible, caring adults. The school encourages respectful behaviour and language to be used to all, a restorative approach to incidents of concern and a wish to make reasonable adjustments to encourage students to remain in education, despite any difficulties. There is no tolerance of discriminatory language or abuse towards staff or students.

There will be no use of alcohol by staff or students on school trips or at residential units.

When alcohol is present on site (e.g. on a tombola or a raffle) and particularly if it is being consumed (e.g. mulled wine at a Christmas Fair), a member of staff will be appointed as a Designated Premises Supervisor and will be responsible for ensuring that:

- no pupil attending The Russell School or anyone under the age of 18 is served alcohol
- no alcohol is served to anyone who appears intoxicated
- any alcoholic prizes will be handed directly to an adult

In addition, parents donating alcohol to school events will be asked to bring bottles straight to the school office rather than sending the alcohol into school with a child.

2. Definitions

Safeguarding means the process for protecting children from harm and abuse. This includes

- taking action to ensure that children have the best outcomes
- making sure that the way children grow up is consistent with providing safe and acceptable care
- preventing barriers to children's mental and physical health or the way they develop

Child protection means the processes carried out to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, and in either a paid or voluntary capacity. This includes, but is not limited to, employed staff, contractors, volunteers, governors, supply staff and self-employed staff.

Child means everyone under the age of 18.

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

Statutory means what has been decided or is controlled by the law. **Statutory guidance** tells us what schools and local authorities must do to follow the law.

The local safeguarding partnership has three safeguarding partners:

1. the chief of police for a police area in the local authority (police)
2. the local authority (children's services), and
3. the clinical commissioning group for an area within the local authority (health)

In Kingston and Richmond, the local safeguarding partnership is called the Kingston and Richmond safeguarding children partnership (KRSCP). KRSCP's three partners work together to identify the safeguarding needs of the local area and come up with a joint response to address them. Wherever local safeguarding arrangements are referred to in this policy, they mean the arrangements agreed and published by KRSCP or the [London Child Protection Procedures and Practice Guidance](#).

The Russell School will publish our safeguarding and child protection policy on our website and hard copies will be available on request from the school office.

3. Key Personnel

<p>Designated Safeguarding Lead (DSL)</p> <p>Laura Brooks</p> <p>0208 940 1446 l.brooks@russell.richmond.sch.uk</p>	<p>Deputy Safeguarding Lead</p> <p>Becky James</p> <p>0208 940 1446 b.james@russell.richmond.sch.uk</p>
<p>Deputy Safeguarding Lead</p> <p>Heather Clarke</p> <p>0208 940 1446 h.clarke@russell.richmond.sch.uk</p>	<p>Deputy Safeguarding Lead</p> <p>Julia Mead</p> <p>0208 940 1446 j.mead@russell.richmond.sch.uk</p>
<p>Chair of Governors</p> <p>Neil Cutting</p> <p>0208 940 1446 neil.cutting@live.com</p>	<p>Designated Governor for Safeguarding/ Child Protection</p> <p>Neil Cutting</p> <p>0208 940 1446 neil.cutting@live.com</p>
<p>Designated Teacher for Children Looked After</p> <p>Heather Clarke</p> <p>0208 940 1446 h.clarke@russell.richmond.sch.uk</p>	<p>SENDCo</p> <p>Nicola McCann</p> <p>0208 940 1446 n.mccann@russell.richmond.sch.uk</p>

Children's services

Achieving for Children (AfC) single point of access (SPA)

Anyone can tell SPA about a child, young person or parent/carer who needs support in the boroughs of Kingston and Richmond. This could be a concern about how the child is developing, issues that the parent or carer is experiencing, or you suspect a child is being neglected or subjected to physical, sexual, or emotional abuse.

SPA can be contacted on the [Single Point of Access \(SPA\)](#) website.

If a child is in **immediate danger**, the police should be contacted on 999.

If it is not an emergency, but there is a concern that a child is at risk, SPA should be contacted by phone on 020 8547 5008. If it is outside of office hours and urgent, the SPA duty social worker can be spoken to on 020 8770 5000.

If a child needs support in the boroughs of Richmond, contact the Richmond SPA on 0208 5475008

This government website will help identify which local council to report child abuse to and their contact details: [Report child abuse to a local council - GOV.UK](#)

Go to [section 6](#) of this policy for in-school procedures.

Local authority designated officer (LADO)

Every local authority has a legal responsibility to have a LADO who is responsible for organising the response to concerns/allegations that an adult who works with children may have caused them or could cause them harm. They will be informed within one working day of any allegations that come to our attention. The LADO will give advice and guidance to employers, such as the headteacher and the chair of governors, to make sure that any allegation is dealt with fairly and quickly, ensuring that the child is protected effectively.

The LADO can be contacted by:

Email: LADO@achievingforchildren.org.uk

Telephone: 07774 332675

Online: [Submit LADO referral form](#)

4. The law (legislation) and statutory guidance

In addition to KRSCP's arrangements (which can be accessed [here](#)) and the [London Child Protection Procedures and Practice Guidance](#), The Russell Primary School also follows the laws and statutory guidance below:

[Keeping children safe in education 2023 guidance](#), from now on referred to as KCSiE, sets out the legal duties all schools must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges

[Statutory framework for the early years foundation stage 2023](#) sets the standards that all early years providers, such as nurseries, must meet to make sure that children learn and develop well and are kept healthy and safe.

[Working Together to Safeguard Children 2018](#) guidance produced by the government states how practitioners, such as teachers, social workers, the police and health professionals working with children and families should work together to make sure that children and young people remain safe from harm.

[Education Act 2002](#), section 175/[The Education \(Independent School Standards\) Regulations 2014/Part 1 of the schedule to the Non-Maintained Special Schools \(England\) Regulations 2015](#) places a duty on maintained/independent schools (including academies)/non-maintained special schools and local authorities to keep children safe and promote the welfare of pupils.

[Governance Handbook](#) sets out the roles, responsibilities and legal duties for governing boards and boards of trustees.

The [Children Act 1989](#) is the main source of child safety law for England and Wales. The Act gives the basis for most of children's services' duties and responsibilities towards children and their families. It also provides the legal framework for the child protection system. The [2004](#) amendment is used alongside the Act.

The [Children Act 1989 Care Planning, Placement and Case Review](#) sets out what responsibilities education settings have for children looked after by the local authority.

[The Human Rights Act 1998](#) sets out the core rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the [European Convention on Human Rights](#) (the Convention) that apply in the UK. Experiencing harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of these rights.

[The Equality Act 2010](#) states that schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and

maternity or sexual orientation (called protected characteristics). Therefore, we can take positive action to deal with disadvantages affecting our pupils with protected characteristics to make sure their needs are met. The [Equality Act 2010: advice for schools](#) advises us further.

[The Public Sector Equality Duty \(PSED\)](#) states that we have to be mindful of the need to eliminate unlawful discrimination, harassment and victimisation. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. It is important to make sure we foster good relations between those who share a protected characteristic and those who do not, and work to make sure pupils have equal opportunities. We give specific attention to this duty when we write our policies or make any decisions about how our school is run.

Further, and more specific, legislation is covered throughout this policy in the relevant sections. Some government guidance is not statutory - instead it supports practitioners, like school staff, in the decisions we need to make to keep children safe. Where possible, links to non-statutory guidance have been included in the relevant sections.

5. Roles and Responsibilities

The Governing Body

- Safeguarding, and the child's best interests, wishes and feelings, are considered in everything the school does. Everyone at the school is involved in the whole school approach to safeguarding and online safety is a theme throughout.
- The school's policies, procedures and training follow the local safeguarding partnership arrangements and the law, including the school's duties under the Human Rights Act 1998, Data Protection Act 2018 and Equality Act 2010.
- The school's leadership team are held to account for the school's safeguarding arrangements.
- Safeguarding is a standing item on the agenda for governor meetings.
- There is an appointed designated safeguarding lead (DSL) who has appropriate time, resources and funding to carry out their role.
- A governor with senior board level status has the lead for leadership of safeguarding responsibilities (known as the safeguarding link governor).
- There is an appointed designated teacher for looked after children who is appropriately trained.
- The board takes into account children who are more at risk of harm and any barriers that can make it difficult to recognise abuse and/or neglect affecting pupils with special educational needs and disabilities (SEND).
- Child protection files are maintained as set out in Annex C of KCSiE.
- The school adds to multi-agency working and shares information appropriately and in a timely manner.
- All staff receive regular safeguarding information, updates and in-depth training.
- Staff read the appropriate part of KCSiE.
- Pupils are taught about keeping themselves and others safe, including when online.

- The board does all that they reasonably can to limit children's exposure to online risks from the school's online IT systems and assign a member of the senior leadership team and a governor to ensure standards are met.
- Appropriate safer recruitment processes and procedures are in place.
- There is a procedure in place to identify and address children absent from education, particularly where this is happening repeatedly and there are also safeguarding concerns for the pupil.
- Procedures are in place to manage any safeguarding concerns about staff and how concerns should be reported. The chair of governors will manage any allegations against the headteacher.
- There are effective safeguarding arrangements for when the site is being hired/let.
- Alcohol is not consumed by staff on school trips or events on or off site.
- All members of the safeguarding training at induction, which is regularly updated.
- All governors sign to say they have read and understood KCSiE and this policy.

The safeguarding link governor – Neil Cutting

- They meet regularly with the DSL and visit the school asking questions, which allows them to monitor how the school's safeguarding policies and procedures are being put into practice.
- Each year, they are part of the annual safeguarding audit, led by the DSL and headteacher, and make sure it is submitted to the KRSCP.
- They are the governing board's safeguarding specialist, feeding back their findings following school visits and meetings with the DSL.
- They attend appropriate training that guides them in how to monitor and progress any areas of weakness in the school's safeguarding arrangements.
- They keep up to date with the KRSCP's safeguarding arrangements and guidance.

The headteacher – Laura Brooks

- This policy and other safeguarding-related policies and procedures (such as the staff behaviour policy) are shared at induction, understood by all staff, including temporary staff and volunteers, and are being followed at all times.
- Staff receive regular safeguarding training, which is updated regularly.
- Parents and carers are aware of this policy and where they can access a copy.
- The DSL has sufficient time, training, support and resources to carry out the role and there is cover by an equivalently trained deputy if the DSL is absent.
- Visitors are appropriately supervised or escorted, where necessary.
- Systems are in place for children to express their views and give feedback, which are used to inform the whole school approach to safeguarding.
- They become the 'case manager' when an allegation is raised about a member of staff (see Appendix 2) and make the final decision regarding all low-level concerns.
- There are enough staff per child (staff ratios), where relevant and applicable.

The designated safeguarding lead (DSL)

Laura Brooks has the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL is a senior member of staff from our school's leadership team. The Russell School has deputy DSLs to support the DSL in their role. While the DSL may hand over some activities to a deputy, the DSL will always have the ultimate responsibility for keeping children safe.

The full responsibilities of the DSL and the deputy DSL(s) are listed in their job descriptions. The DSL's responsibilities include, but are not limited to:

- reading and following KCSiE
- always being available during school hours for staff in school to discuss any safeguarding concerns, or arrange appropriate cover for any out of hours or out of term activities
- working together with all staff to understand the whole picture when there are safeguarding concerns, providing them with advice, support and expertise
- contributing to the assessment of children, including taking part and/or supporting other staff to take part in strategy discussions and meetings between multiple agencies
- working together with and supporting parents/carers and families who may be facing challenging circumstances and, when there are safeguarding concerns, making parents/carers aware of The Russell School's role in making referrals about suspected abuse and neglect
- understanding the importance of sharing information, including referring cases to relevant agencies (for example, children's services, the police, the Channel Programme and/or the Disclosure and Barring Service (DBS)) when appropriate, and supporting staff who make referrals directly
- understanding and following AfC's and KRSCP's safeguarding procedures, in addition to attending the termly DSL forums provided by KRSCP to ensure they are acting in line with the local safeguarding arrangements
- keeping the headteacher up to date with safeguarding issues
- having the lead responsibility for online safety, and oversight and checking the effectiveness of filtering and monitoring systems and their reports
- being aware of the requirement for children to have an Appropriate Adult, as described in [PACE Code C 2019](#)
- working with the 'case manager' and LADO for child protection concerns that involve a staff member
- making sure child protection files are up to date and kept as per [section 8](#)
- making sure all staff have access to this policy (and the wider safeguarding procedures) and that the policy is available publicly and reviewed annually
- making sure that all staff (including third-party staff and contractors) have an adequate and appropriate safeguarding induction, regularly updated safeguarding training and annually sign to say they have read the relevant part of KCSiE
- working alongside the governing body and headteacher to update and review procedures and how they are being implemented, including jointly completing an annual safeguarding self-audit and submitting it to KRSCP
- promoting the educational outcomes of pupils who have or had a social worker, by sharing information about child protection issues with teacher and leadership staff
- encouraging a culture of listening to children, taking into account their wishes and feelings when any plans are put in place to protect them

A deputy designated safeguarding lead – Becky James, Heather Clarke, Julia Mead

- is trained to the same standard as the designated safeguarding lead
- will take on the designated safeguarding lead's responsibilities if they are unavailable. If the designated safeguarding lead is long-term absent, a deputy will temporarily take over as the designated safeguarding lead

Further responsibilities of the DSL are listed elsewhere in this policy. For a detailed explanation of the DSL's responsibilities, see Annex C of KCSiE.

IT provider

- maintains the filtering and monitoring systems
- provides filtering and monitoring reports
- completes actions following concerns or checks to the system

All school staff

- sign to say they have read the relevant part of KCSiE annually
- have a responsibility to provide a safe environment in which children can learn
- will follow the school's procedures for identifying and reporting any concerns and issues about the school's online filtering and monitoring systems
- will follow the school's safeguarding and child protection processes and procedures, sharing information quickly when they have a concern about a child's safety and wellbeing, even when they are unsure
- will, whenever necessary, refer safeguarding or child protection concerns to external agencies, such as the police, children's services and LADO
- make sure children who identify as lesbian, gay, bisexual, or transgender (LGBT) have a safe space to share their concerns
- attend safeguarding training appropriate to their role and are familiar with key policies, including this policy and the staff behaviour policy (code of conduct)

What staff need to know is covered in the training section of this policy.

6. What to do if you have concerns about a child's welfare

If staff have any concerns about a child's welfare, they must act on them immediately by following the procedures below. Our staff can use the [What to do if you're worried a child is being abused](#) government guidance alongside the school's procedures. We work hard to make sure our staff and safeguarding team are approachable and available, such that anyone can speak to them about any concern quickly, no matter how small or whether there is evidence.

We recognise the significant emotional impact being involved with, or aware of, safeguarding incidents can have. **Approach our safeguarding team if you need any support during or following a safeguarding incident you have been involved in.** The names of the DSL and deputy are clearly advertised in the school. Visitors are given a safeguarding leaflet on arrival to read and sign.

If a child is in immediate danger, or is suffering or likely to suffer significant harm

Make a referral to the police and/or children's services **immediately** if a child is in immediate danger, or is suffering or likely to suffer significant harm. **Anyone** can make a referral. Call the police on **999**. For children's services' contact details, [click here](#), or go to page 4. If you make the referral, you will update the DSL or a deputy as soon as is practically possible.

Disclosures

We recognise that it takes a lot of courage for a child to disclose they are being harmed. Staff know that

- children may not feel ready or know how to tell someone they are being harmed
- the child may not realise what is happening to them as harmful
- they may feel embarrassed, humiliated or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers

Our staff know they must show professional curiosity, i.e. explore and try to understand what is happening for an individual or family, rather than take what is being said on face value or making assumptions. We encourage staff to ask the pupil if they are OK or if they can help in any way.

A child who makes a disclosure may have to tell their story more than once, such as to the police and/or social workers. At The Russell School, we know how important it is that a child's first experience of talking to a trusted adult about a worry they have is a positive one.

Handling a disclosure

- listen to them carefully and believe in what they are saying. Do not be afraid of silence moments
- be careful not to express your own views or feelings and stay calm
- do not investigate. Only ask enough questions to work out if you need to share this matter with the DSL or a deputy. Only ask open questions, such as: How? When? Who? Where?, and open statements, such as: "Tell me", "Describe" and "Explain". Otherwise, you may invalidate your evidence (and the child's) in any later court proceedings
- if there are injuries or marks on the child, do not examine the child intimately or take pictures

- reassure them that they have done the right thing by telling you. Do not say to the child that you wish they had told you sooner
- do not automatically offer physical touch to comfort the child. Consider what may be comforting for the child, rather than how you prefer to be comforted
- tell the child it is not their fault and you are taking them seriously
- explain what you will do next. Tell the child that you cannot keep what they have told you a secret and that you will pass this information onto someone who can help

After a child has made a disclosure

- write up the conversation as soon as possible
- make sure the DSL or a deputy is aware of the disclosure. If appropriate, contact children's services and/or the police directly and tell the DSL as soon as possible
- do not share the disclosure with **anyone** else unless children's services, the police or another relevant agency involved in the safeguarding process tells you to
- get support for yourself if you need it

Recording a disclosure or safeguarding concern

- record the date, time, place and persons present – we use CPOMS to record
- use the child's own words, verbatim where possible, and stick to the facts. Avoid making assumptions and do not put your own judgement on it
- record any noticeable non-verbal behaviour. Detail any visible marks or injuries and record them on a body map
- keep any original notes you have made on CPOMS
- if, in the even you cannot access CPOMS and are using a paper form, staff should sign and date the write-up
- do not ask children to make written statements themselves or sign records

Concerns about a child who is not in immediate danger, or is suffering or likely to suffer significant harm

The [flowchart](#) on page explains what you should do if you have concerns about a child. First, speak to the DSL or a deputy. If in exceptional circumstances, the DSL or a deputy are not available, this will not delay you from taking appropriate action. Instead, you will speak to a member of the senior leadership team or take advice from children's services, if necessary.

The DSL and deputy are aware of the [London safeguarding children partnership's threshold document](#), which will be used to inform their response to any safeguarding concern. If you are dissatisfied with the response from the DSL or children's services, you should ask for the decision to be reconsidered, giving your reasons for this. If you remain dissatisfied, follow the local escalation procedure [Resolving professional differences - Kingston and Richmond Safeguarding Children Partnership](#).

Early help

At The Russell School, we are keen to work with families to provide support as soon as a problem becomes visible at any point in a child's life. If an early help assessment is appropriate, the DSL or a deputy will lead on working together with other agencies and set up an inter-agency assessment, as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

Our DSL and/or deputy use the Early Help Partnership Tool to explore emerging needs and – with consent from the child or family – discuss with the relevant Early Help Resilience Network to ensure all identified needs are supported effectively and they get multi-agency support.

Achieving for Children's early help assessment tools and plans can be found [here](#). The partnership's [Early Help Strategy](#) sets out their aims for how professionals work effectively together to provide early help.

If early help support is appropriate, it will be kept under constant review. A referral to children's services may be required if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures.

We are aware any child may benefit from early help. Staff who work directly with children will be particularly alert to the potential need for early help for children listed under Part 1, paragraph 10 of KCSiE.

Referral to children's services

Concerns about a pupil or a disclosure should be discussed with the DSL who will help decide whether a referral to children's services is appropriate. If a referral is needed then the DSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If you have not had any feedback from children's services within 72 hours of making the referral, this must be followed up. If after a referral the pupil's situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, the child's situation improves. The [Resolving professional differences - Kingston and Richmond Safeguarding Children Partnership](#) procedure will be used, where necessary.

If a child is at risk of female genital mutilation or it has taken place

Female genital mutilation (FGM) is illegal in England. It involves removal, part removal or injury to the female genital internal or external organs for non-medical reasons. It is sometimes known as 'cutting' or female 'circumcision'.

Teachers

while all staff should speak to the DSL (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must directly report this to the police. This is not the case if it is suspected but not known or if a pupil is at risk of FGM. Teachers will face disciplinary sanctions for failing to do so. The teacher should tell the DSL or a deputy who will support the teacher in making a direct report to the police. The teacher may need to support a referral to children's services. Staff will never examine children.

Other members of staff

Other members of staff who establish that an act of FGM appears to have been carried out on a child or suspect a child is at risk of FGM, will follow the same procedures as with any other concern, i.e. staff will speak to the DSL or a deputy and follow local safeguarding procedures.

Concerns about nudes or semi-nudes

Responding to any incident that comes to your attention:

- **Report** it to your designated safeguarding lead (DSL) or equivalent immediately using the school's reporting procedures set out in this policy.
- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- **If you have already viewed the imagery** by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not delete** the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL or a deputy.
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL or a deputy.

Staff reserve the right to confiscate a device in the possession of a pupil if they have concerns about sharing nudes or semi-nudes in relation to the device. This is consistent with the government's [Searching, screening and confiscation: advice for schools](#) guidance.

The DSL will follow the government's [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) guidance. Once they are aware of an incident, the DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.

The initial review meeting will consider the initial evidence and aim to establish

- whether there is an immediate risk to any child or young person
- if a referral should be made to the police and/or children's social care
- if it is necessary to view the image(s) in order to safeguard the child or young person – in most cases, images or videos should not be viewed
- what further information is required to decide on the best response
- whether the image(s) has been shared widely and via what services and/or platforms. This may be unknown
- whether immediate action should be taken to delete or remove images or videos from devices or online services
- any relevant facts about the children or young people involved that would influence risk assessment
- if there is a need to contact another education setting or individual
- whether to contact parents or carers of the children or young people involved – in most cases they should be involved

The DSL will make an immediate referral to the police and/or children's services if

- the incident involves an adult.
- there is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- what they know about the images or videos suggests the content depicts sexual acts that are unusual for the young person's developmental stage, or are violent.
- the images involves sexual acts and any pupil in the images or videos is under 13.
- they have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, if they are presenting as suicidal or self-harming.

If none of the above applies, we can decide to respond to the incident without involving the police or children's services. We may escalate the incident at any time if further information/concerns are disclosed at a later date. First, the DSL will be confident that they have enough information to assess the risks to any child involved and the risks can be managed within our school's pastoral support, behaviour procedures and, if appropriate, the local network of support.

The DSL or a deputy will contact children's services if any child or young person involved is already known to them. If, because of the investigation, the DSL (or equivalent) believes there are wider issues that meet the threshold for children's services' involvement, they will make a referral in line with this policy and local safeguarding procedures.

Viewing the imagery

The decision to view any imagery will be based on the professional judgement of the DSL or a deputy and will comply with this policy. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil. If a decision is made to view imagery, the DSL will be satisfied that viewing

- is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved
- is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child, parent or carer in making a report
- is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on a school device or network

Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online to limit any further sharing. This decision will be based on the DSL's or a deputy's judgement in line with the guidance.

There is further information in the [Sharing nudes and semi-nudes](#) section of this policy.

Child-on-child abuse, including sexual violence and sexual harassment

Responding to allegations of child-on-child abuse

- You must record the allegation and inform the DSL or a deputy. Do not investigate the allegation.

- If the DSL and a deputy are not available due to emergency circumstances, the staff member will speak to a member of the senior leadership team and/or contact the relevant children's services e.g. the Single Point of Access in Kingston and Richmond.

The DSL or a deputy will make a decision from the following options depending on the level of risk or harm:

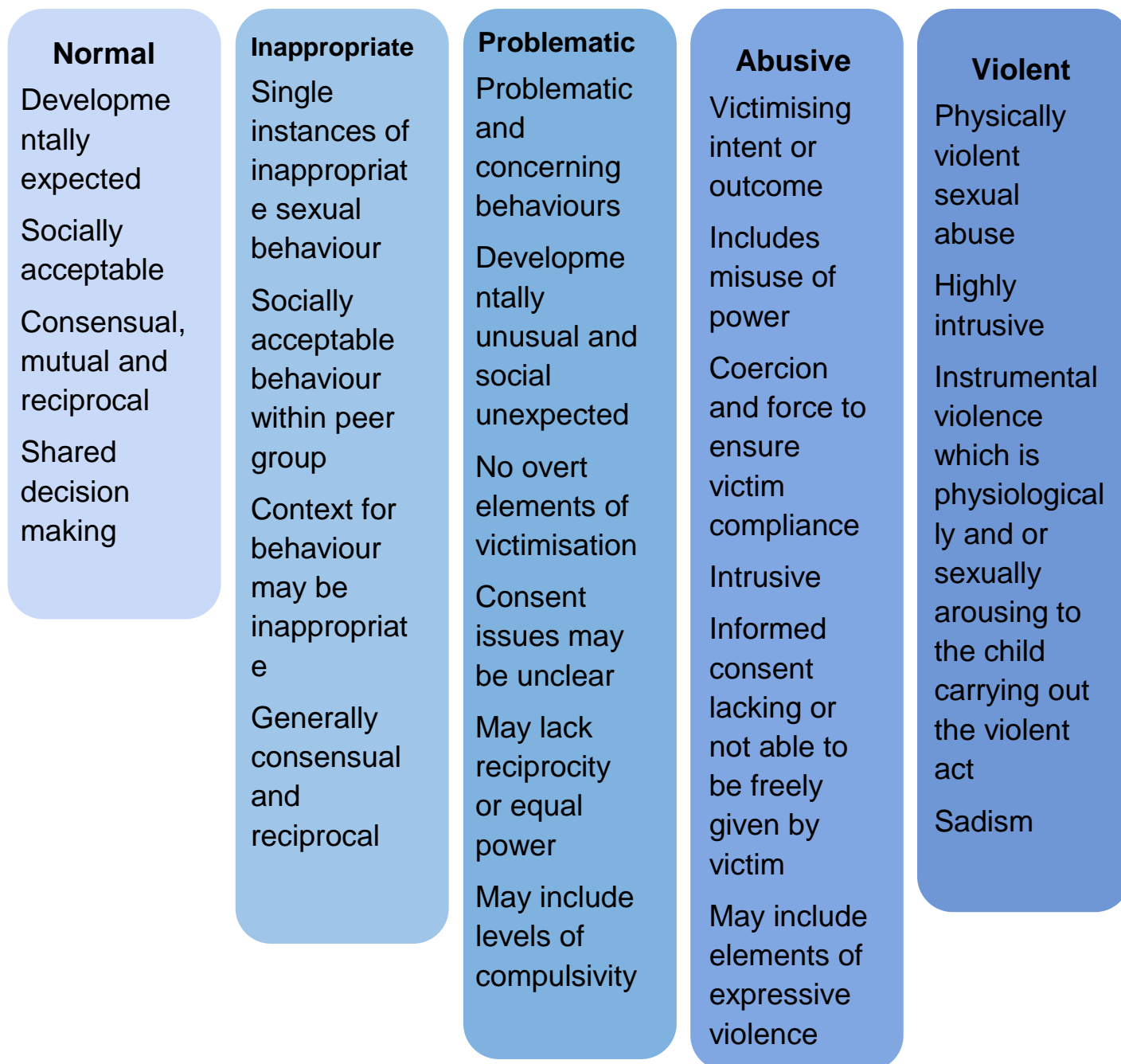
1. Manage the concern internally providing pastoral support to all those involved.
2. Complete an early help assessment.
3. Make a referral to children's services and/or, where necessary, the police. The DSL may choose to consult children's services to assist them with making a decision.
4. The police will still be informed of any criminal offences, even if the child is aged under the criminal age of responsibility. The police will take a welfare approach.

The DSL or a deputy will contact the parents or carers of the children involved at the earliest opportunity and where appropriate. Records will be kept of all concerns, any discussions had and any outcomes reached. If a criminal offence has been committed or is being investigated, the DSL will work closely with the police to avoid impacting the criminal process while protecting children or following disciplinary procedures.

Where the DSL, children's services or the police decide the concern should be handled by the school internally, we will thoroughly investigate the concern using our Relationship Policy and processes. A risk assessment and prevention plan will be completed when a safeguarding risk has been identified. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned. We will support all children involved in the incident, including the child/ren who displayed the behaviour and the children who experienced it, this may be through ELSA or through an individual plan.

Responding to allegations of sexual harassment and sexual violence

Using the DSL's or a deputy's professional judgement, the school will make decisions about and address the incident based on the Hackett tool (below). We will request the support of other agencies, such as children's services and the police, if necessary.



We follow the local safeguarding arrangements below when an allegation of sexual violence and/or sexual harassment has been made.

1. **Hackett Inappropriate:** Manage internally using the behaviour policy and pastoral support.
2. **Hackett Problematic:** Early help response used for non-violent harmful sexual behaviour to prevent escalation.
3. **Hackett Abusive:** Refer to children's services when a child has been harmed, is at risk of harm or in immediate danger.
4. **Hackett Violent:** Report to the police if a crime has been committed, such as rape, assault by penetration or sexual assault. We will follow the [When to call the police](#) guidance.

The management of children and young people with sexually harmful behaviour is complex. The Russell School will work with other relevant agencies to maintain the safety of the whole school

community. Where appropriate, immediate measures will be put in place to support and protect the person impacted by the behaviours, any witnesses and the alleged instigator of the behaviours. A written record will be made and next steps discussed, taking into account the views of those impacted by the behaviour.

A risk and needs assessment will be completed for all reports of sexual violence and on a case by case basis for reports of sexual harassment. The assessment, which will be kept under review, will consider

- whether there may have been other people impacted by the behaviour
- the person known to be impacted by the behaviour, especially their protection and support
- the alleged instigator of the behaviour
- all pupils (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them from the alleged instigator or from future harm
- the time and location of the incident and any action that can make the school safer

Unsubstantiated, unfounded, false or malicious reports

If a report is found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil and/or the person who has made the allegation is in need of help, or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's services may be appropriate. If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate according to our behaviour policy.

If a child who has experienced sexual violence or sexual harassment asks the school not to make a referral

If the child does not give consent to share information, the DSL or a deputy will balance the victim's wishes against the DSL's or a deputy's duty to protect them and other children on a case by case basis. If a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and as rape, assault by penetration or sexual assault are crimes, reports should be referred to the police. Although the age of criminal responsibility is ten, if the child accused is under ten, a referral to the police will still be made. The police will take a welfare, rather than a criminal justice approach, in these cases.

We will do all we reasonably can to protect the anonymity of any children involved in any report, including weighing up which staff need to know and any support which will be put in place. Further, we will take into account the potential impact of social media in facilitating the spreading of rumours and exposing the child's identity.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, our DSL and a deputy will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. They will be guided by the [CPS: Safeguarding Children as Victims and Witnesses](#) advice.

Concerns about mental health

If you have a mental health concern about a child that is also a safeguarding concern, you will speak to the DSL or a deputy immediately, unless the child is in immediate danger, in which case you will call the police first.

Although you may be 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, only appropriately trained professionals should attempt to diagnose a mental health illness. Where necessary, the DSL or a deputy will make a referral to the Child and Adolescent Mental Health Service's (CAMHS) single point of access for Kingston and Richmond [here](#).

Concerns about extremism and radicalisation

Extremism is the vocal or active opposition to our fundamental British values. Radicalisation means how someone comes to support terrorism and extremist views held by extremist groups. See [radicalisation and extremism](#) in Appendix 1 for more information.

If you have a concern that a child may be at risk of radicalisation or involvement in terrorism and they are in **immediate danger**, contact the police on 999 or the anti-terrorist hotline on **0800 789 321**. If the child is not in immediate danger, speak with the DSL or a deputy as a first point of call.

The DSL may decide to discuss their concerns with children's services and will make referrals to the police Prevent team and the Channel programme where necessary. The DSL will need to seek the individual's consent when referring to the Channel programme.

Staff and governors can also raise concerns relating to extremism directly via the Department for Education's dedicated telephone helpline on 020 7340 7264. You can also raise concerns by emailing counter.extremism@education.gsi.gov.uk, but this is not to be used in emergency situations.

The Prevent lead in Richmond is:

Richmond and Wandsworth:

Naheem Bashir, Vulnerabilities Manager Naheem.Bashir@richmondandwandsworth.gov.uk

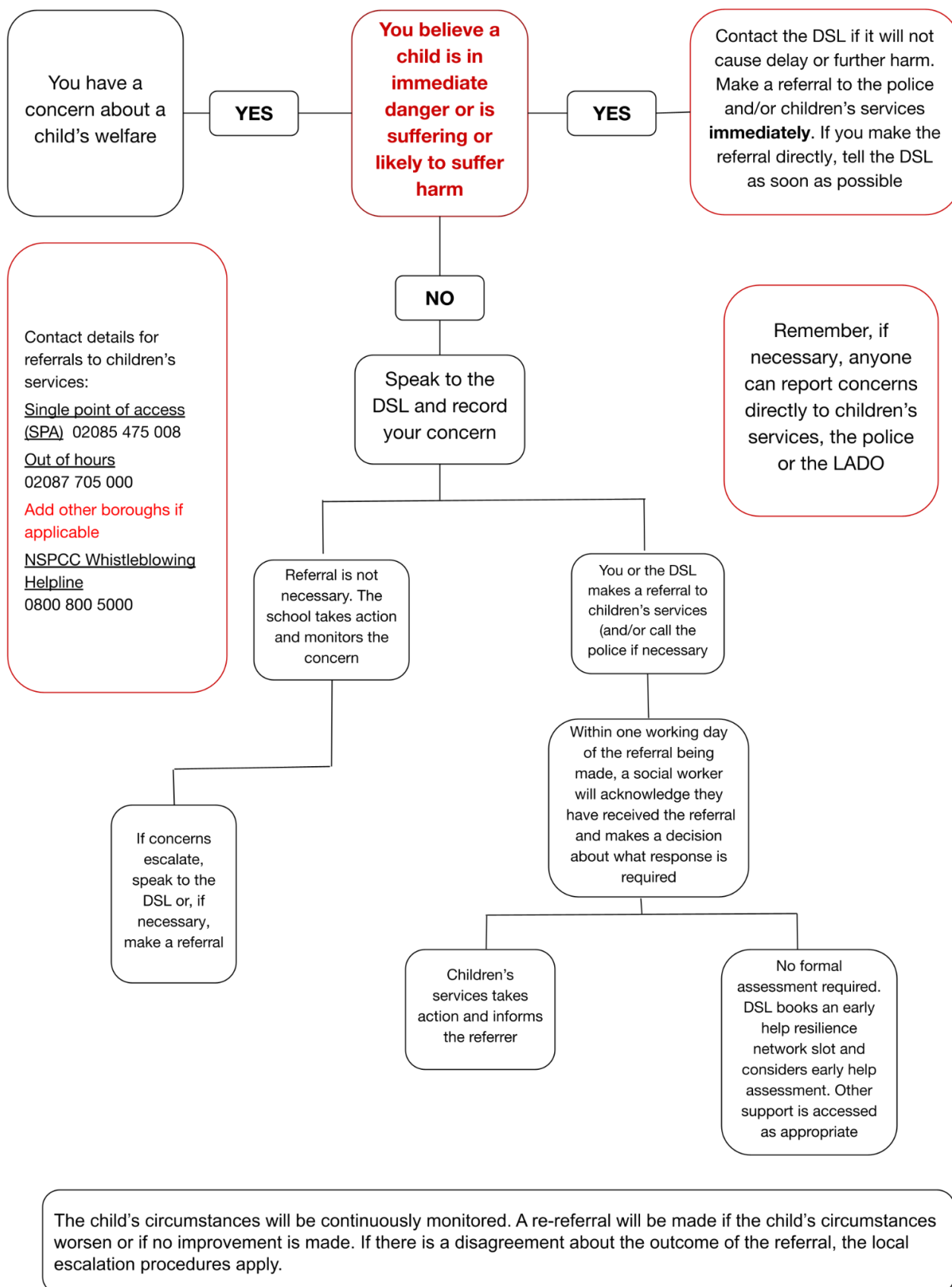
How pupils can report concerns

In our school, it is essential that pupils can tell us how they are feeling and know we will take seriously anything they share with us. We aim to create an environment full of 'reachable moments' which encourages pupils to feel safe enough to open up if they are concerned about something. Pupils can confidently report any worries they have about their lives, both in and out of school, by

- speaking to an adult they trust
- putting a written or an anonymous disclosure in worry box/worry monster

Displayed poster of ways to disclose at school with the team visible throughout the school and safeguarding information throughout the school, assemblies and in the curriculum.

Flowchart: What to do if you have concerns about a child:



7. Confidentiality

The Russell Primary School takes our responsibility to protect and look after the data (information) we hold about pupils and our families seriously as stated in our Confidentiality Policy. The Data

Protection Act (DPA) 2018 and General Data Protection Regulation (GDPR) guide us in how to do so. Under the DPA 2018, we will share information without consent if 'the safeguarding of children and individuals at risk' is our reason for doing so, and

- it is not possible to gain consent
- it cannot be reasonably expected that a practitioner (for example, teacher) gains consent, or
- to gain consent would place a child at risk

The government's [information sharing advice for safeguarding practitioners](#), which includes the seven 'golden rules' for sharing information, supports staff who have to make decisions about sharing information. Staff are aware they can speak to the DSL or a deputy if they are unsure about sharing information. Government guidance emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

We will share information in a timely manner to keep children safe, which will include sharing information with agencies and professionals in line with the Working Together to Safeguard Children 2018 guidance. [DRAFT Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers](#) We respect that safeguarding matters are personal to families, so the DSL, deputy and headteacher will only share information about a child to members of staff and professionals on a need to know basis.

All staff are aware that they cannot make a promise to a child to keep secrets that might impact on the child's safety or wellbeing. Instead, staff should tell the pupil that they may need to pass information on to others who can help and protect them.

Notifying parents or carers

At The Russell School, working alongside and supporting families is a key priority. This involves being open and transparent with parents and carers when we have concerns about their child's welfare, and/or we need to request support from other services to make sure the child's situation improves. If we believe notifying parents or carers could increase the risk to the child or cause further harm, we will seek advice from children's services about how and when parents or carers should be updated.

It is legitimate to share concerns without a parent's or carer's consent when there is good reason to do so and that sharing the information would improve the safeguarding of the child in a timely manner.

8. Record Keeping

Each pupil has a safeguarding file where all safeguarding concerns and referrals are stored on CPOMS. The designated safeguarding lead is responsible for making sure these files are checked regularly.

When pupils leave The Russell School, the school will make sure that their safeguarding file is transferred to the new education setting or college within 5 days of an in-year transfer or within 5 days of the start of a new term. This will be securely transferred separately from their main pupil file and a confirmation of receipt will be requested and kept. Where appropriate, the DSL will share information in advance of the pupil transferring so support can be put in place ready for when the pupil starts. When a child starts our school, we will make sure key staff are aware of the safeguarding file as soon as possible.

9. Concerns or allegations about adults in our school

If you have a low-level concern, or an allegation is made, about a member of staff (see the definition for staff in section 1 of this policy) presenting a risk to children, speak to the headteacher as soon as practically possible. This includes any concerns in school, out of school, online and/or offline.

If the low-level concern or allegation is about the headteacher, contact the chair of governors, whose details are at the start of this policy.

If you are unable to report to the headteacher or chair of governors, either because they are not available or because you believe that there is a conflict of interest, share your concerns with the local authority designated officer (LADO), whose details are at the start of this policy.

Appendix 2 sets out what steps the headteacher or chair of governors will then follow if appropriate.

10. Whistleblowing

A whistleblower is a worker who reports certain types of wrongdoing and all staff have a duty to do so. We aim to create an environment where staff feel able to raise concerns about poor or unsafe practice and potential failures in how we manage safeguarding. Any concerns should be raised with the senior leadership team and will be taken seriously. The Russell School has a separate whistleblowing policy, which lists the procedures for raising concerns. See Appendix 6.

Where staff feel unable to raise a concern with our senior leadership team, or feel that their genuine safeguarding concerns are not being addressed, there are other options available to them, such as the NSPCC whistleblowing advice line. Staff can call: 0800 028 0285 from 8am-8pm or email: help@nspcc.org.uk

11. Online safety and use of smart devices

This section summarises The Russell School's whole school approach to online safety and the use of smart devices (e.g. mobile phones, smart watches, tablets etc). Our detailed approach is covered in our computing, relationship and PSHE and RSE policies. The Russell School understands the significant and essential role that we have in making sure children are protected from potentially harmful and inappropriate online material. We consider online safety in every aspect of school life.

Our aim is to

- have in place processes about online safety that protect our children and staff, including how we identify, intervene in and escalate any online concerns where appropriate
- make sure technology is used responsibly and safely through education
- set clear expectations for the use of mobile phones and smart technology

We fulfil our aims by

- educating children to learn how to keep themselves safe when online (using the government's [Teaching online safety in schools](#) guidance), what to do if they are harmed or spot a risk and what the consequences are if they break the school rules about online safety
- engaging with parents and carers about what online safety looks like
- making sure our whole school approach is reflected in all relevant policies
- regularly training staff on online safeguarding risks and how to be online safely
- making sure children, staff, parents/carers, governors and volunteers sign an understandable acceptable use agreement, which covers how they should use the school's IT systems and their mobile and smart technology
- making parents, carers, pupils and staff aware that staff can search an electronic device they have confiscated, as explained in [Searching, Screening and Confiscation - GOV.UK](#)

In addition, see our filtering and monitoring section below.

Due to the constant changes to online technology and the related harms, we will carry out an annual review and risk assessment of our online safety policies, procedures and systems.

The 4Cs

Being online can be a great source of fun, entertainment, communication and education. Some people's online behaviour places others at risk. The number of issues covered under online safety is large and constantly growing. They are categorised into these four areas of risk:

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users, for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm, for example making, sending and receiving explicit images (e.g. consensual and non consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If pupils or members of staff report any issues, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Mobile phones and smart technology

We know that, because many children have unlimited and unrestricted access to the internet via mobile phone networks, some children, while at school or college, can harm others or be harmed by others online. This includes sexually harassing, bullying and sharing indecent images (often via large chat groups). To protect children from these risks while they are at our school, our approach to mobile and smart technology is

- Children who bring a mobile phone into school must switch it off and hand it to a teacher. They cannot turn it on until they reach the school gates.
- Smart watches are not allowed to be worn by children in school.
- filming and photography by parents is permitted at school events but not allowed to be shared on social media.

Media recordings, audio, image and video (including digital files)

When we make media recordings of pupils, such as taking videos or photos, we will get the child's and their parents'/carers' consent, make sure the pupil is appropriately dressed and encourage the child to tell us if they are worried about any media that has been taken of them. See our staff code of conduct and online safety policy, which cover our school's expectations for staff making media recordings.

Filtering and monitoring

To limit children's exposure to these categories of risk from The Russell School's IT systems, we have strong and effective filtering and monitoring systems, following the government's [Meeting digital and technology standards in schools and colleges](#) guidance. We will make sure that

- specific staff have assigned roles and responsibilities to manage systems
- staff know about the systems in place and how to escalate concerns
- there are annual reviews of the systems, or more frequently if there is a significant change or issue
- our governing body review the systems with the DSL, IT staff and service providers, to find out what more can be done to keep children safe
- the systems are effective for the age range of children and consider children potentially at greater risk of harm
- when we block online content, it does not impact on teaching and learning
- filtering works across all devices including mobile phones and smart technology

Remote education

When our children are being taught remotely e.g. at home, we will be in regular contact with parents and carers. We will make sure parents and carers are aware of

- what their child/ren are being asked to do online, including the sites they will be accessing and who from the school will interact with their child/ren
- the importance of children being safe online and offer advice on how to do so
- what systems our school uses to filter and monitor online use

Information security and access systems

We have procedures in place to protect our IT systems, staff and learners from cybercrime, i.e. when criminals seek to exploit human or security vulnerabilities online to steal passwords, data or money directly. We will follow the government's [Cyber security standards guidance](#). Our procedures and systems are reviewed regularly to keep up with the constant changes to cyber-crime technologies.

12. Children potentially at greater risk of harm

At The Russell School, we know that all children need to be protected from harm. In addition, we recognise that some groups of children are potentially at greater risk of harm. The information below highlights some of those groups of children this applies to; however there are several other groups not listed.

Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Children may need help due to abuse and/or neglect and/or complex family circumstances. The Russell School recognises that a child's difficult experiences and trauma can leave them vulnerable to further harm, as well as disadvantage them educationally.

Children's services share with us which pupils have a social worker. Once we are aware of this information, we will use it to make decisions in the child's best interest, i.e. their safety, welfare and educational outcomes. When a child has a social worker, safeguarding is at the heart of every decision we make, such as how we react to unauthorised absence or children missing education, which themselves carry additional risks. When necessary, we offer extra in-school support to our pupils who have a social worker, such as ELSA time.

The Virtual School is a statutory service that exists to provide advice and support for children who have a social worker, children placed in care and previously looked after, such that they have the opportunity to meet their full educational potential. Where needed, our school works with the Virtual School to support these children.

Children looked after and previously looked after

These children are particularly vulnerable. The most common reasons for children becoming looked after is as a result of abuse and/or neglect. The Russell School will ensure that staff have the necessary skills and knowledge to keep children looked after, and previously looked after, safe. All staff will have the skills and knowledge to keep these 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, who is not permitted to have contact and who is not permitted to know where the child is being educated, and the level of decision-making power the local authority has given the carer. The designated teacher for children looked after is Heather Clarke. The designated governor for children looked after is Tom Lloyd.

The statutory guidance [Designated teacher for looked-after and previously looked after children](#) contains further information on the role and responsibilities of the designated teacher. The designated teacher ensures that the school has the up-to-date details of the allocated social worker and the Virtual School headteacher in the local authority that looks after the child. The Virtual School has an additional role of managing extra funding which is used to support children looked after. The designated teacher will work with the Virtual School Head to discuss how the funding can be used to best support the child.

Children with special educational needs, disabilities and health issues

Our Special Educational Needs Co-ordinator and DSL work closely together to safeguard and support pupils who have special educational needs and disabilities (SEND), in particular when there are any reports of abuse. Our safeguarding curriculum, i.e. the ways we teach pupils to keep themselves and others safe, is adapted to meet the needs of pupils with SEND. This may be through differentiation or extra 1:1 adult input.

The Russell School is aware that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, such as

- 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and the communication barriers and difficulties in managing or reporting these challenges.
- 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.

We offer additional pastoral support for these pupils, which includes

- ELSA
- Support plans
- Individual Toolkits

13. Identified areas of particular risk

The following areas have been identified as areas of concern for The Russell School:

- the front entrance to the school is situated on a busy main road
- there is more than one entry point to the school
- the school site is shared with Strathmore Special School
- there is a dedicated pond/nature area
- the school is used by other agencies (Active Kids, Perform)

14. Lettings and off-site arrangements

Our school lettings agreement policy can be found on our website. When services or activities are provided by the governing body under the direct supervision or management of our school staff, the safeguarding procedures listed in this policy will apply. This may not be the case when we hire or rent out our school to other organisations or individuals, such as community groups, sport associations and extra-curricular activities providers. We will make sure there are arrangements in place to keep children safe, regardless of whether they are pupils at our school.

To make sure the provider has the appropriate safeguarding arrangements in place, we will follow the government's [Keeping children safe during community activities, after-school clubs and tuition](#) non-statutory guidance. This includes checking that they complete the essential pre-employment checks on their staff and that their staff are suitable to be around children. Where appropriate, we will seek assurance and check their safeguarding policies and procedures, as well as establish what the arrangements are for the provider to liaise with our school on safeguarding matters. We will terminate our agreement with the provider if they do not follow the safeguarding requirements listed in the agreement.

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. When our pupils attend off-site activities, we will ensure that effective child protection arrangements, informed by thorough risk assessments, are in place.

When our pupils attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform on our own staff. We follow the [statutory guidance for alternative provision](#) and [Achieving for Children's alternative provision policy](#).

Where a parent/carer expresses their intention to educate their child at home (also known as elected home education), we will work together with the parent/carer and other professionals to

ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant for children who have SEND, are vulnerable and/or have a social worker.

15. Training

Designated safeguarding lead

The designated safeguarding lead will attend regular training to prepare and assist them in leading the school's safeguarding response and approach. Additional training or research may be required as local or school specific safeguarding issues arise. Minimally, the designated safeguarding lead will

- attend the level 3 multi-agency local safeguarding partnership training within 12 weeks of starting this role and refresh this every two years
- stay up to date with safeguarding knowledge, resources and changes
- have a good understanding of, and form a good relationship with, the Kingston and Richmond safeguarding children partnership by attending the termly DSL forums, sharing the learning with staff as appropriate and making sure staff are aware of any safeguarding training on offer
- attend harmful sexual behaviour and Prevent awareness training
- receive and share safeguarding (including online safety) updates (for example, via email, e-bulletins, and staff meetings) with staff
- make sure staff have regularly updated safeguarding training, updating staff who miss training at the earliest opportunity
- gain an understanding of how the school's filtering and monitoring systems work and how they can be best used to keep children safe at The Russell School

Governors

All governors receive safeguarding and child protection training (including online safety) at induction, which prepares them for testing and challenging the school's procedures and policies, making sure they are working as they should. The training will be regularly updated. Further,

- The governing body will make sure the designated safeguarding lead has the time and resources to attend training.
- The chair of governors will receive training about managing allegations against the headteacher to assist them in the eventuality that an allegation is made.
- The governing body will make sure that online safety is a theme in all staff training.
- Senior members of the board will make sure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.
- The link safeguarding governor will make sure that staff and governors attend safeguarding training at induction and regularly after that. The link safeguarding governor will attend regular training and receive e-bulletins or equivalent to stay up to date with the latest statutory guidance.

The governing body will make sure at least one member of every recruitment panel has completed safer recruitment training within the last five years. The Russell School has a separate safer recruitment policy, which explains what safeguarding checks are completed before employment to make sure those who work with children are suitable. See Appendix 7.

All staff

Governors recognise the expertise that staff build up by managing safeguarding concerns on a daily basis and, as a result, have the opportunity to contribute to and shape staff training and this policy. All staff receive safeguarding and child protection training (including online safety) at induction. The training is regularly updated and reflects the whole school approach to keeping children safe. In addition, staff receive regular, at least annually, safeguarding updates (for example, via email, e-bulletins and staff meetings) to provide them with what they need to keep children safe.

Our training ensures that staff

- can spot the signs of possible abuse and neglect
- know the school's safeguarding procedures and their role in carrying them out
- have awareness of and understand their role in the early help process and the process for making a referral to the local authority's children's services, including what may follow after a referral
- know what to do if a child tells them they are being harmed, including how to manage this information confidentially
- understand the reasons why children may not feel ready or know how to tell someone that they are being harmed
- receive Prevent training, which will prepare them for identifying children at risk of being drawn into terrorism and how to challenge extremist ideas
- understand what cyber security the school has in place to keep pupils and staff safe when online at school and how to report any issues
- understand what ineffective filtering and monitoring systems look like and how to report any concerns or issues
- know that children who identify as or are perceived be LGBT can be targeted by other children

We make sure that staff members provided by other agencies and third parties, for example supply teachers and contracted staff (such as catering staff) are aware of this policy, our school's safeguarding procedures, and have received appropriate safeguarding training.

The whole staff receive safeguarding training. This will include recent statutory updates and subject specific training. Governors are invited to join this training or access training through AFC Governor support.

The headteacher will receive training about managing allegations against staff to assist them in the eventuality that an allegation is made.

The designated teacher for children who are looked after (CLA)

We follow the [Role and responsibilities of the designated teacher](#)'s statutory government guidance. The designated teacher will have training to make sure they understand the needs of children looked after/previously looked after and how they can best be supported to have the same opportunities as their peers. They will work closely with AfC's [Virtual School](#), accessing their training and forums to stay up to date.

16. Teaching and Learning

Safeguarding is included in all aspects of teaching and learning and is taught specifically to the children through PSHE (including Sex and Relationships Education), Jigsaw, Computing and specific safeguarding lessons. Assemblies led by the DSL and Deputy DSLs, alongside guest speakers from the NSPCC, Emergency Services, Health Care etc will focus specifically on safeguarding. If specific safeguarding issues arise during the school year, the headteacher will make sure the curriculum is adapted to cover current issues.

Class Time: learning may include

- consent
- personal safety
- who to talk to
- stranger danger
- road safety
- fire safety
- road safety
- online safety
- sharing of nude and semi-nude images
- sexting
- bullying (including online bullying)
- positive relationships
- CSE
- Child Criminal Exploitation
- so-called 'honour based' abuse
- FGM
- radicalisation and extremism
- self-esteem
- drugs and alcohol
- knife crime

17. Linked Policies

- Relationships
- Whistleblowing
- Anti-bullying
- Health and Safety
- Allegations against staff
- Attendance
- Curriculum
- PSHE
- Teaching and Learning
- Supporting pupils with medical needs
- Relationships and sex education
- Drug Education
- Physical intervention
- E-Safety
- Educational Visits
- Safer Recruitment

Appendix 1: Types of abuse and specific safeguarding concerns

These appendices are based on the Department for Education's KCSiE guidance.

Abuse is where somebody fails to prevent harm (neglect) or causes harm (abuse). We are aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. Our staff will be aware that technology is a significant part of many safeguarding issues.

Physical abuse is a form of abuse that 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.

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

- communicating to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another, such as in situations of domestic abuse
- serious bullying (including online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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

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

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

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

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

- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

We use the following guidance to help identify and address cases of neglect.

[Handling Cases of Affluent Neglect in Schools](#)

[Local partnership guidance](#)

Indicators of abuse

The following list, provided by the [NSPCC](#), covers some common indicators of abuse and neglect.

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body
- patterns of repeated lateness or absence

It is important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

[Specific safeguarding concerns](#)

This section is based on Annex B of Keeping Children Safe in Education 2023. Annex B includes further information about other safeguarding issues to be aware of. **All concerns under this section should be addressed in line with the [section 6](#) of this document, unless stated otherwise.**

Children absent from education

All staff will be aware that children being absent (or missing) from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Further, it may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. We are also aware that absence can increase any existing safeguarding risks.

Attendance is closely monitored at The Russell School to support us in identifying abuse and acting early. Our staff will be aware of our school's or college's unauthorised absence procedures and children missing education procedures. We notify children's services if a child who has a social worker is absent from school without a suitable explanation. We make sure we have more than one emergency contact number for each pupil, which supports the school's procedure for addressing children missing and absent from education. We work in partnership with Achieving for Children when patterns of absence give rise to concern, including notifying them when a pupil leaves our school without a new school being named.

Our attendance policy and procedures are stated on the school website with further information sent home to parents set out in a separate document, which can be found [here](#). The school follows the government's [Working together to improve school attendance](#) guidance.

Useful links:

[Local partnership guidance](#)

[Children Missing Education statutory government guidance](#)

Contextual safeguarding

Contextual safeguarding, also known as 'risk outside the home', is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

The Russell School will maintain records of concerns about contextual safeguarding in accordance with our safeguarding procedures. We know the importance of information sharing, therefore if we identify contextual safeguarding concerns about the local area we will share this information with the contextual safeguarding team for Achieving for Children, contextualsafeguarding.exploitation@achievingforchildren.org.uk. If there is a specific concern about a child, we will consult with the relevant children's services.

Useful links:

[Local partnership guidance](#)

[Achieving for Children's Risk Outside the Home page](#)

[Tackling Child Exploitation multi-agency Practice Principles](#)

Child sexual exploitation (CSE) and child criminal exploitation (CCE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Both can occur online. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Our staff will be aware of a range of factors that could make a child more vulnerable to exploitation. We will provide additional support to children who have been exploited to help keep them in education.

Some of the following can be indicators of both child criminal and sexual exploitation where children

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse which can affect any child. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example believing they are in a genuine romantic relationship.

CSE can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

The Russell School follows the London Child Protection Procedures regarding [sexual exploitation](#).

Further information on signs of a child's involvement in sexual exploitation is available in Home Office's [Child sexual exploitation: definition and guide for practitioners](#).

Child criminal exploitation (CCE)

At The Russell School, we recognise children involved in CCE are victims, despite their engagement in crime. A child may still have been criminally exploited even if the activity appears to be consensual. Staff will be aware that girls are at risk of criminal exploitation too, and that both boys and girls who are being criminally exploited may be at higher risk of sexual exploitation.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into

carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

CCE can include children being forced and/or manipulated

- to work in cannabis factories
- into moving drugs or money across the country (county lines)
- to shoplift or pickpocket
- to threaten serious violence to others
- into committing vehicle crime

Serious violence

Staff at The Russell School will be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.

These may include

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- Unexplained gifts or new possessions (could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation)

All staff are aware of the range of risk factors increasing the likelihood of involvement in serious violence, such as

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

Useful links:

[Preventing youth violence and gang involvement government guidance](#)

[Criminal exploitation of children and vulnerable adults: county lines government guidance](#)

School-related weapons incidents

The Russell School follows the AfC School Related Weapons or Potential Weapons Incidents Protocol. We will inform children's services and the police of any incident involving a weapon or potential weapon. Our teachers have the legal power to search pupils without consent for a number of 'prohibited items', including weapons covered in the government's [Searching, screening and confiscation](#) guidance.

The Russell School recognises that children and young people involved in school-related weapons incidents, including the person displaying the behaviour, are vulnerable. The Russell School will provide support, protection and education to develop a full understanding of the implications of carrying, and/or using, weapons.

Children who run away or go missing from home or care

The Russell School recognises that children who run away, go missing or are absent from their normal residence are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm. The statutory guidance [Children Who Run Away or go Missing from Home or Care](#) requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with Achieving for Children or other relevant local authority, The Russell School will facilitate RHIs, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school for the interview to take place. We will follow the Kingston and Richmond Safeguarding Children Partnership's [Missing children](#) procedure when required.

Mental health

With mental health problems, a child might find the ways they are frequently thinking, feeling or reacting becoming difficult, or even impossible, to cope with. Mental health problems affect around 1 in 6 children. The Russell School recognises that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be trained to recognise the signs of a child who may be experiencing a mental health problem. The Russell School aims to promote positive mental health for all staff and pupils. To do so, we take into account the government's [Mental health and behaviour in schools guidance](#).

Our mental health lead is: Heather Clarke

Our INCo will assess whether a referral needs to be made to the MHST team who support in school. Our Relationship Policy details how we support children and aim to prevent children from developing negative mental health. Our ELSAs support children in need of additional care.

Useful links:

[Local partnership guidance](#)

[Mind](#)

[NSPCC: Child mental health](#)

Domestic abuse

Domestic abuse can include a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional, and includes coercive or controlling behaviour. It can take place inside and outside the home. The [Domestic Abuse Act 2021](#) states that children can be victims of domestic abuse. They

may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

These experiences can have a serious and long-term impact on a child's health, well-being, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Act states that domestic abuse occurs between at least two people over the age of 16. Therefore, legally, some older children can also commit domestic abuse either in their own intimate relationships or against their parents/carers.

The Russell School has signed up to the police initiative [Operation Encompass](#), a system which ensures that when police are called to an incident of domestic abuse and a child/children in the household experienced the incident, the police will inform the DSL in school before the child or children arrive at school the following day. Once informed, the DSL or a deputy will provide silent support according to the child's needs and update records about their circumstances.

Useful link:

[Local partnership guidance](#)

Homelessness

The Russell School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputy are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include: household debt, including new poverty induced by the pandemic; rent arrears; domestic abuse and antisocial behaviour; and/or the family being asked to leave a property. If a child has been harmed or is at risk of harm, a referral to children's social care will be made.

Child-on-child abuse

We recognise that children can abuse other children, often referred to as child-on-child abuse. It can happen inside and outside school and online. This can include, but is not limited to

- bullying (including online bullying, prejudice-based and discriminatory bullying)
- abuse between children in an intimate relationship
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (including when a child encourages or threatens physical abuse online)
- sexual violence, such as rape and sexual assault (including when a child encourages or threatens this online)
- sexual harassment, such as sexual comments, jokes and online sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- 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
- upskirting and initiation/hazing type violence and rituals

Older pupils may use any of these types of child-on-child abuse to 'recruit' younger pupils into gangs, especially in areas where gangs are prevalent. Young people experiencing child sexual exploitation first hand may be forced to recruit other young people using types of child-on-child abuse. We are aware that boys are more likely to carry out child-on-child abuse and girls are more likely to be impacted by it, but all child-on-child abuse is unacceptable and will be taken seriously.

The Russell School does not tolerate child-on-child abuse. We know that even when there are no reported cases of child-on-child abuse, it could still be happening but yet to be reported. We do not downplay child-on-child abuse, especially sexual violence and sexual harassment, as "banter", "just having a laugh", "part of growing up" or "boys being boys". For pupils to feel safe at our school, we make sure they know child-on-child abuse is not acceptable behaviour and how to report it to a trusted adult if they are experiencing or witnessing it.

It is our duty to minimise the risk of child-on-child abuse. We do this in the following ways:

- Our staff read this policy.
- Our staff are trained to spot the signs that a child is, or may be experiencing, child-on-child abuse and how to report it. They maintain an attitude that 'it could happen here'.
- Our staff challenge any inappropriate behaviour between children, including the use of derogatory language.
- The behaviour policy, which includes our whole school response to abuse, makes sure everyone knows how to behave and how to respond consistently when pupils show unacceptable or abusive behaviour.
- In all areas of school life, such as lessons, assemblies and in the playground, we teach pupils how to act and to treat other people, including when they are online.
- We have effective systems in place for pupils to report child-on-child incidents.
- Children are aware through assemblies and PSHE lessons what is acceptable and unacceptable behaviours.

Child-on-child sexual violence and sexual harassment

Our school is aware of Ofsted's [Review of sexual abuse in schools and colleges](#). The review was carried out as a result of the large amount of testimonies shared on the [Everyone's Invited](#) website, which highlighted the prevalence of sexual harassment and sexual violence.

We know that sexual violence and sexual harassment can happen between two children of any age or sex, from a group of children to a single child or group of children, online and face to face. It is more likely that girls will be impacted by sexual violence and more likely that sexual harassment will be instigated by boys. Sexual violence and sexual harassment exists on a continuum and may overlap. They are never acceptable and we will not tolerate them. National and local research has made us aware of the prevalence and normalisation of harassment and abuse in school-aged children. No reports does not mean it is not happening here at The Russell School.

Alongside girls, these groups are at higher risk of sexual violence and sexual harassment:

- children with SEND
- pupils who are LGBT or who are perceived to be LGBT by their peers

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, negatively affect their educational attainment and be worsened if the alleged perpetrator(s) attends the same school. If a child reports an incident, they will be reassured that they have done the right thing by telling a trusted adult, will be taken seriously, supported and kept safe. We will further reassure those affected that the law is there to protect them, not criminalise them.

We are aware that when a child reports sexual violence or harassment, this may only be the start of a larger disclosure that could transpire over time. When there are reports, we will always consider the effectiveness of our policies and procedures and whether any changes are necessary to reduce the risk of it happening again. This will be in line with the school maintaining a culture of safeguarding.

The Russell School follows Part 5 of KCSiE when considering our response to sexual violence and sexual harassment. These are mainly captured in the child-on-child abuse section of this policy.

Harmful sexual behaviours (HSB)

Children's sexual behaviours exist on a continuum. HSB refers to problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. HSB can occur online or face-to-face. We will always consider HSB in a child protection context. The Russell School recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

When considering HSB, we will take into account the ages and the stages of development of the children. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Our DSL and deputy will

- have a good understanding of HSB
- assist in planning the curriculum aimed at preventing HSB
- ensure staff spot and report inappropriate behaviour to prevent an escalation
- incorporate our approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding

The Russell School curriculum addresses these issues via the following topics according to the age and stage of development of our pupils:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- consent

Useful links:

[Local partnership guidance](#)

[NSPCC Harmful Sexual Behaviours](#)

[Stop it Now](#)

Upskirting

The Russell School will ensure that all staff and pupils are aware that 'upskirting' is a criminal offence and will not be tolerated. The [Criminal Prosecution Service \(CPS\)](#) defines 'upskirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission".

The Russell School will decide each incident on a case-by-case basis, with the DSL or a deputy taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police, as required.

Sharing nudes and semi-nudes

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18 ([UKCIS, 2020](#)). Alternative terms used by children and young people may include 'dick pics' or 'pics'. It is a form of child sexual abuse. All incidents will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the children involved. While sharing nudes and semi-nudes of them or their peers breaks the law, we know it is important to avoid criminalising young people unnecessarily. Our online safety curriculum covers these topics.

So-called 'honour'-based abuse, including FGM and forced marriage

So-called 'honour'-based abuse (HBA) means incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. We are aware this abuse often involves a wider network of family or community pressure and can include multiple perpetrators. Therefore, we will consult with children's services before taking any form of action to reduce the dynamic and additional risk factors that might be present as a result. #

Female genital mutilation (FGM)

Female genital mutilation (FGM) means all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The DSL will make sure that staff have appropriate training to prepare them for spotting signs that a child has been affected by FGM or is at risk of FGM.

[Section 6](#) of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Signs that FGM might happen:

- A relative or someone known as a 'cutter' visiting from abroad.
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
- A female relative, like a mother, sister or aunt has undergone FGM.
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
- A girl has an unexpected or long absence from school.
- A girl struggles to keep up in school.
- A girl runs away – or plans to run away - from home ([NSPCC](#))

Signs FGM might have taken place:

- having difficulty walking, standing or sitting
- spending longer in the bathroom or toilet
- appearing quiet, anxious or depressed
- acting differently after an absence from school or college
- reluctance to go to the doctors or have routine medical examinations
- asking for help – though they might not be explicit about the problem because they're scared or embarrassed ([NSPCC](#))

Useful information:

[Female Genital Mutilation Statutory Guidance](#)

[Local partnership guidance](#)

Forced marriage

A forced marriage is non-consensual. Either person could be forced/pressured in several ways, including physically, psychologically, financially, sexually and emotionally. It is a criminal offence in England and Wales.

An arranged marriage is different. The families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement remains with those who are considered for marriage.

We are aware that the legal age for marriage in the UK has risen to 18, regardless of parental consent. The DSL will follow the local safeguarding procedure and, if necessary, seek advice from the Forced Marriage Unit on 020 7008 0151 if a concern comes to their attention.

Useful information:

[Freedom charity](#)

[Handling cases of forced marriage guidance](#)

[National FGM Centre](#)

Modern slavery

Modern slavery is a crime whereby a person uses another person, by means of deception or coercion, as a possession for the purposes of exploitation. We are aware modern slavery exists in the UK and that some victims are children.

Common places modern slavery occurs includes

- the sex industry, including brothels
- retail: nail bars, hand car washes
- factories: food packing
- hospitality: fast-food outlets
- agriculture: fruit picking
- domestic labour: cooking, cleaning and childminding

Victims can be forced into criminal activities such as cannabis production, theft or begging.

The DSL will seek advice and support from children's services who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM). Further advice can be provided directly by the modern slavery helpline on 0800 012 1700.

Useful information:

[Modern slavery: how to identify and support victims](#)

Private fostering

A private fostering arrangement is when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled.

The Russell School is aware that, by law, a parent or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. We have a duty to inform children's services of this arrangement if they have not been notified, but we will encourage parents and private foster carers to do so in the first instance.

Useful links:

[Looking after someone else's child](#)

[Local partnership guidance](#)

Preventing radicalisation and extremism

We take seriously our [statutory duty](#) to protect children from being drawn into terrorism and extremism. While some children are more susceptible, any child can be radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. It can occur over a period of time or quickly.

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.

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 of terrorism 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.

To prevent children from being drawn into radicalisation, we make sure

- Our filtering and monitoring systems will prevent and protect children from accessing extremist material.
- Pupils are taught about British Values and staying safe online via the curriculum.
- Children are provided with a safe space to discuss controversial issues and the skills they need to challenge extremist views.
- Staff are trained to spot the indicators of radicalisation and extremism and how to report concerns as soon as possible.
- The DSL attends Prevent awareness training and is aware of the latest guidance.
- We assess the risk of the children in our school being drawn into terrorism, working with the local partnership.

The [Educate against hate](#) government website lists signs that could indicate that a child is being radicalised:

- becoming increasingly argumentative
- refusing to listen to different points of view
- unwilling to engage with children who are different
- becoming abusive to children who are different
- embracing conspiracy theories
- feeling persecuted
- changing friends and appearance
- distancing themselves from old friends
- no longer doing things they used to enjoy
- converting to a new religion
- being secretive and reluctant to discuss their whereabouts
- changing online identity
- having more than one online identity
- spending a lot of time online or on the phone
- accessing extremist online content
- joining or trying to join an extremist organisation

If you have concerns that a pupil may be at risk of radicalisation or involvement in terrorism, go to [section 6](#).

Useful links:

[Local partnership guidance](#)

[Protecting children from radicalisation: the prevent duty](#)

Child abuse linked to faith or belief

This type of abuse can happen anywhere across any community and/or religion. There are a variety of definitions associated with abuse linked to faith or belief. It can include, but is not limited to, the concept of belief in

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- ritual or multi-murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation

If you suspect a case of child abuse linked to faith or belief, follow the safeguarding procedures in this policy. In addition, the Metropolitan Police's Project Violet team can be contacted on the non emergency, 24/7 number: 101.

Useful links:

[Metropolitan Police advice](#)

[Short Youtube introduction video](#)

Fabricated or induced illnesses

Staff at The Russell School are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Our supporting pupils with medical needs policy details our procedure for ensuring reported medical needs are evidenced by medical professionals.

Useful link:

[The Royal College of Paediatrics and Child Health \(RCPCH\) guidance](#)

Appendix 2: Allegations against staff and low-level concerns procedure

The Russell School has a whole school approach to safeguarding and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children are reported to have been committed by staff, supply staff, practitioners and/or volunteers, who work with pupils in our school.

An allegation is any information which indicates that a member of staff, supply staff or volunteer may have:

- behaved in a way that has harmed a child, 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 he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child that the member of staff, supply staff or volunteer has contact with in their personal, professional or community life, as if they had child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school's code of conduct, whistle blowing procedure and the 'Guidance for safer working practice for adults who work with children and young people in education settings'

[Guidance for safer working practice for those working with children and young people in education settings February 2022](#)

Guidance about conduct and safe practice, including safe use of mobile phones by staff, will also be given at induction. All staff should be aware of The Russell School behaviour policy. All school staff should take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual pupils or parents to be conducted in view of other adults.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or being aware of the information, will immediately inform the headteacher or the DSL.

On all such occasions, the headteacher or the DSL will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately inform the chair of governors who will consult the LADO as above, without notifying the headteacher first. Contact details for the chair of governors can be found in section 2 of this policy.

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by police or Children's Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home
- the higher standards of conduct demanded by law and regulation of those caring for other people's children
- the position of trust enjoyed by such people

The Russell School will follow the London child protection procedures for managing allegations against staff [London child protection procedures: allegations](#) and procedures set out in [Keeping Children Safe in Education 2022](#)

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the headteacher will seek the advice of the LADO and an HR consultant in making this decision. All options to avoid suspension will be considered. In the event of an allegation against the headteacher, the decision to suspend will be made by the chair of governors in consultation with the LADO and HR.

If the allegation is regarding supply staff, the school will ensure that allegations are dealt with properly. In no circumstances will the school cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The school will discuss with the agency whether it is appropriate to suspend the supply worker, or redeploy them to another part of the school, while they carry out their investigation.

If an allegation pertains to another adult not employed directly by the school, for example catering staff, cleaning staff, peripatetic teachers, sports coaches or a former member of staff, the school will work directly with the employing agency and the LADO as described above.

We will ensure that all external agencies used are provided with details of the school's process for managing information. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. If a teacher is dismissed due to serious misconduct, or might have been dismissed had they not left first, consideration will be given as to whether to refer the case to the Secretary of State via the Teaching Regulation Agency.

Low-level concerns

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that

- is inconsistent with the staff code of conduct, including inappropriate conduct outside work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to

- being over friendly with children
- having favourites
- taking photographs of children on staff's personal mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

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.

The culture of our school is such that staff are encouraged to pass on low level concerns to the DSL or the headteacher. These concerns will be recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Appendix 3: Concern reporting form



Concern Reporting Form (If CPOMS not available)

Please complete this form as soon as possible if you have any concerns about a pupil

Pupil's name			
Pupil's DOB		Day/Date/Time	
Name of member of staff noting concern			

Details of concern

(Please describe as fully as possible and use the pupil's own words where applicable. Include names of witnesses, if relevant, and any immediate action taken.)

Body map attached: Yes No

Signature:

Date:

Please ensure that the completed form is given to Laura Brooks, Becky James and/or Heather Clarke and Julia Mead.

Actions Taken			
Date	Person taking action	Action	Signature

If the parent or carer has **NOT** been informed, please state the reason for this decision:

Signature: _____ Date: _____

Appropriate feedback must be given to the person completing the Record of Concern Form

Feedback given to: _____ Feedback given by: _____

Signature: _____ Date: _____

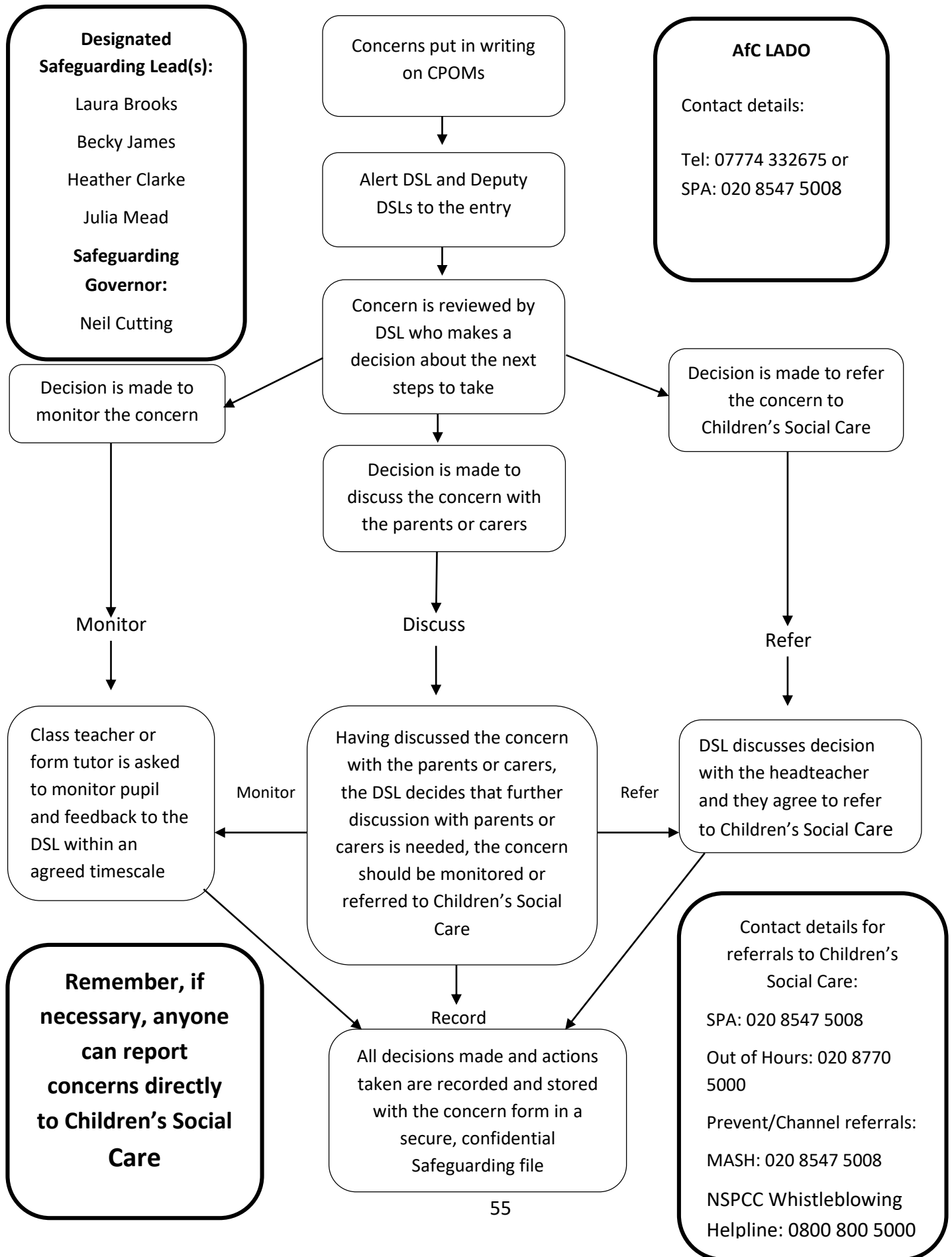
It may be useful to record the category of the concern for monitoring purposes and to identify any areas for training, education, etc.

Physical	
Emotional	
Sexual Abuse	
Neglect	
CME	
FGM	

CSE	
Radicalisation	
Child on child Abuse	
Online	
Sexting	
Mental Health	

Appendix 4: Concerns Flow Chart

Concerns Flow Chart Raising safeguarding concerns about a child

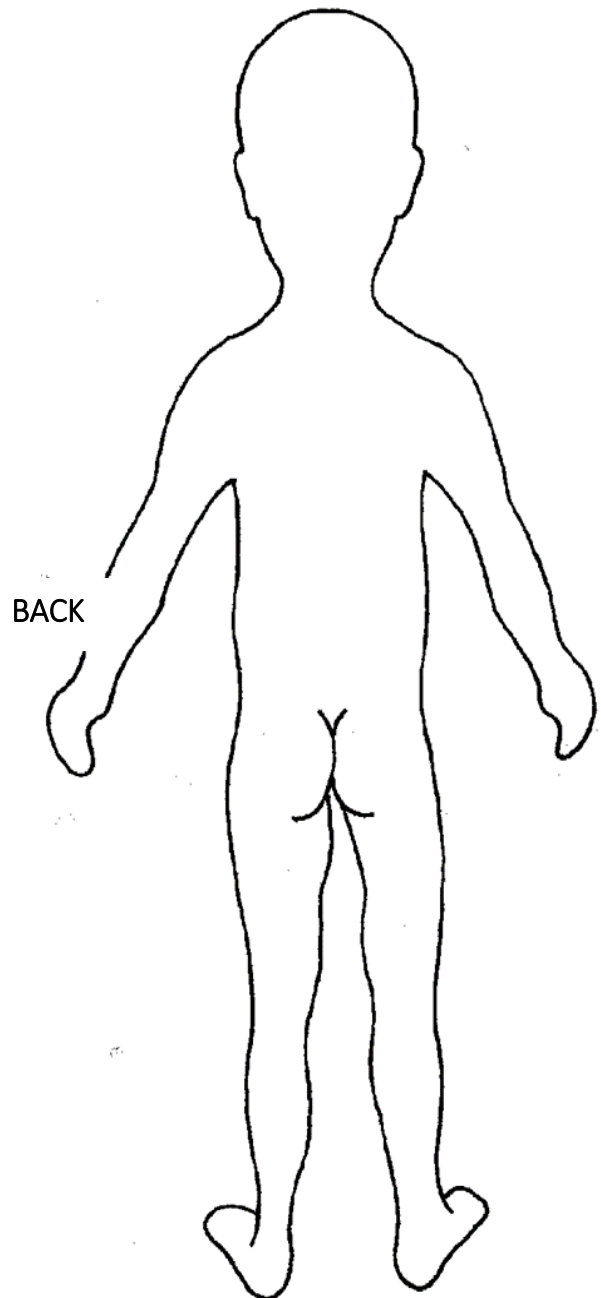
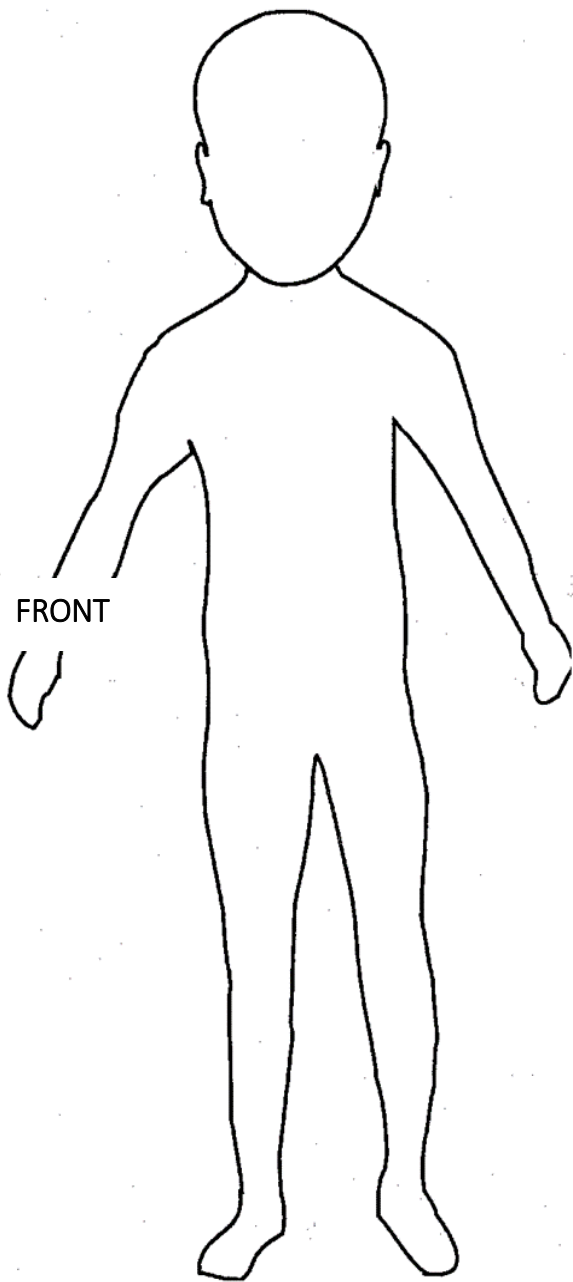


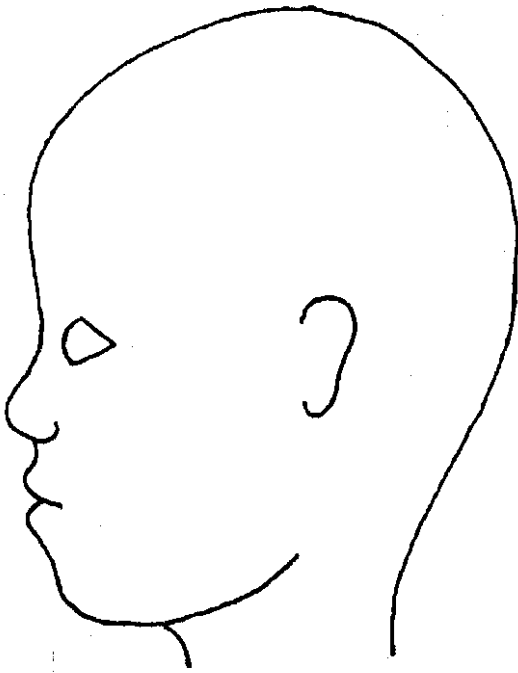
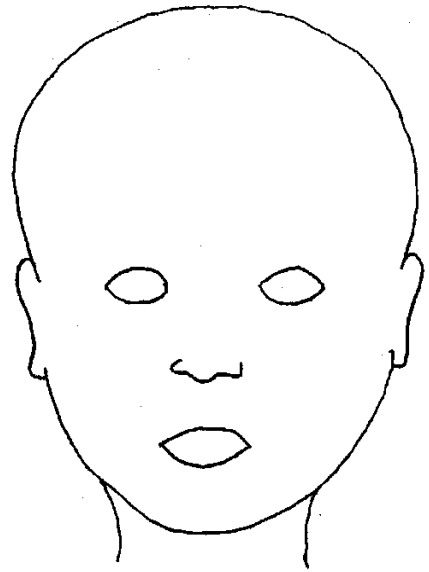
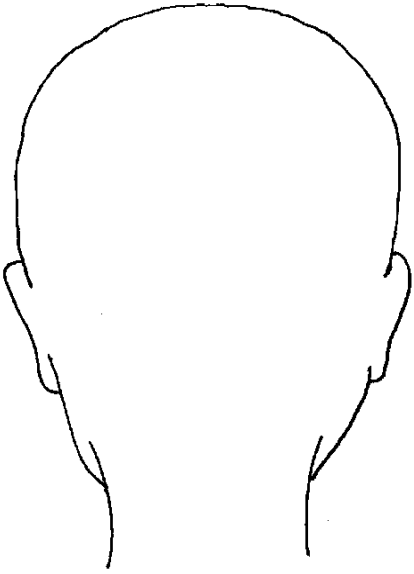
Appendix 5: Body Map

Body Map

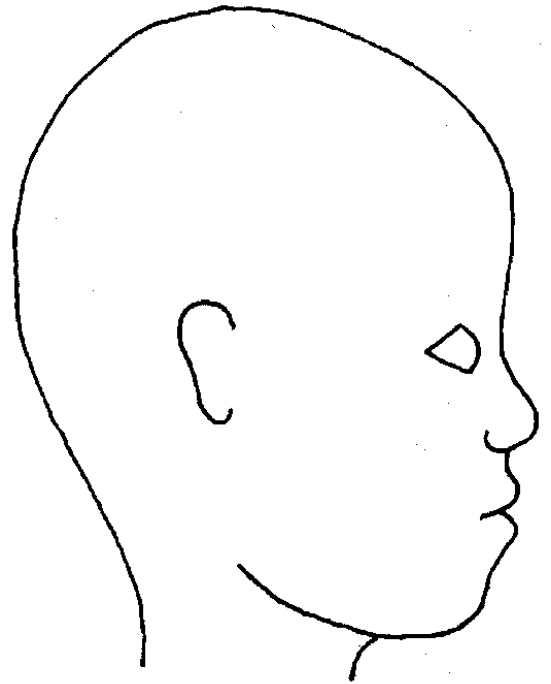
(This must be completed at time of observation)

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	



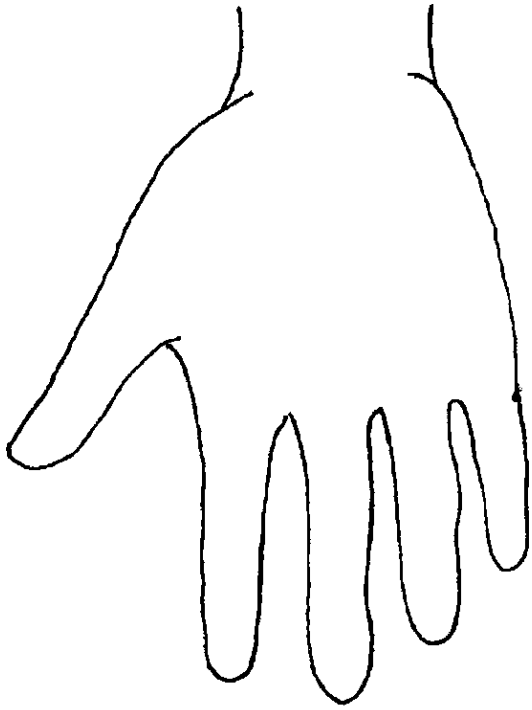


RIGHT

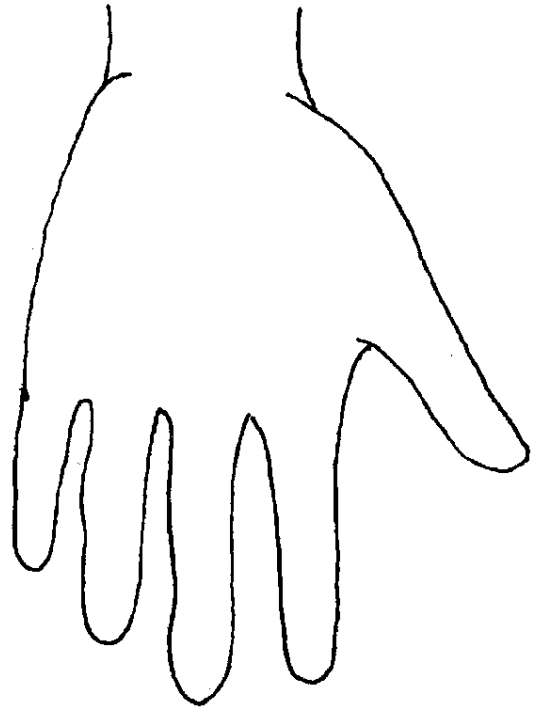


LEFT

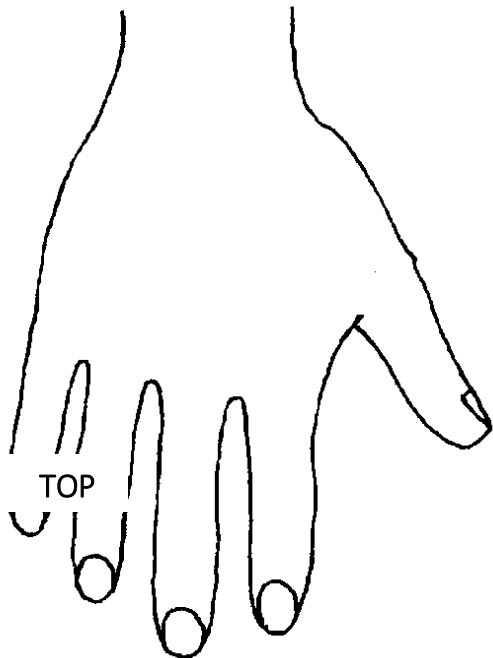
PALMS



RIGHT

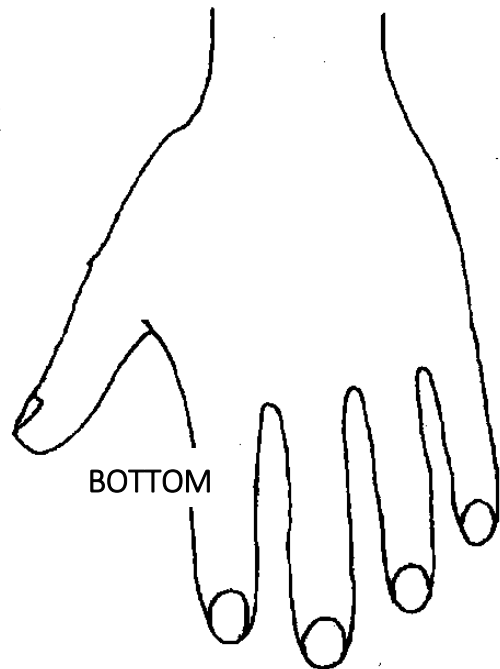


LEFT



TOP

BACK



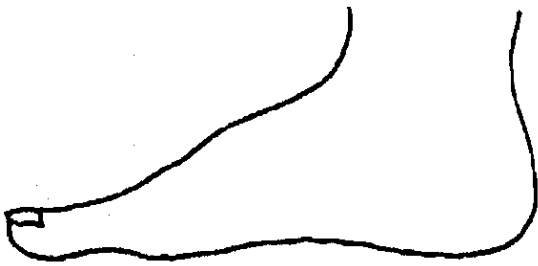
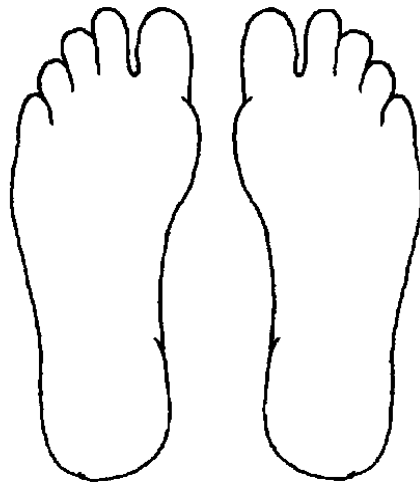
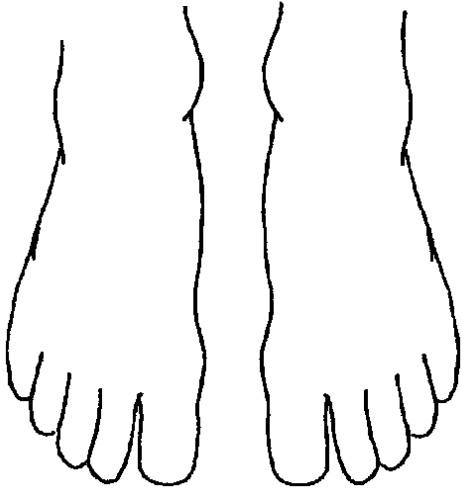
BOTTOM

RIGHT

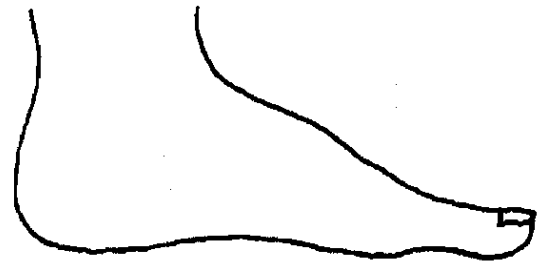
LEFT

LEFT

RIGHT



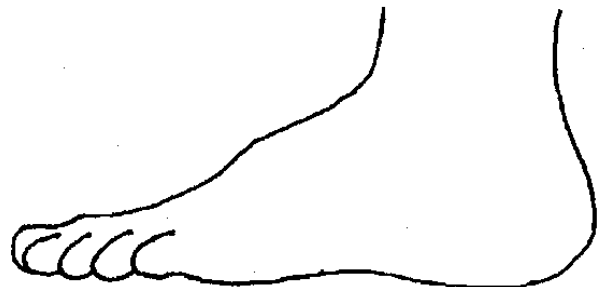
INNER



RIGHT

LEFT

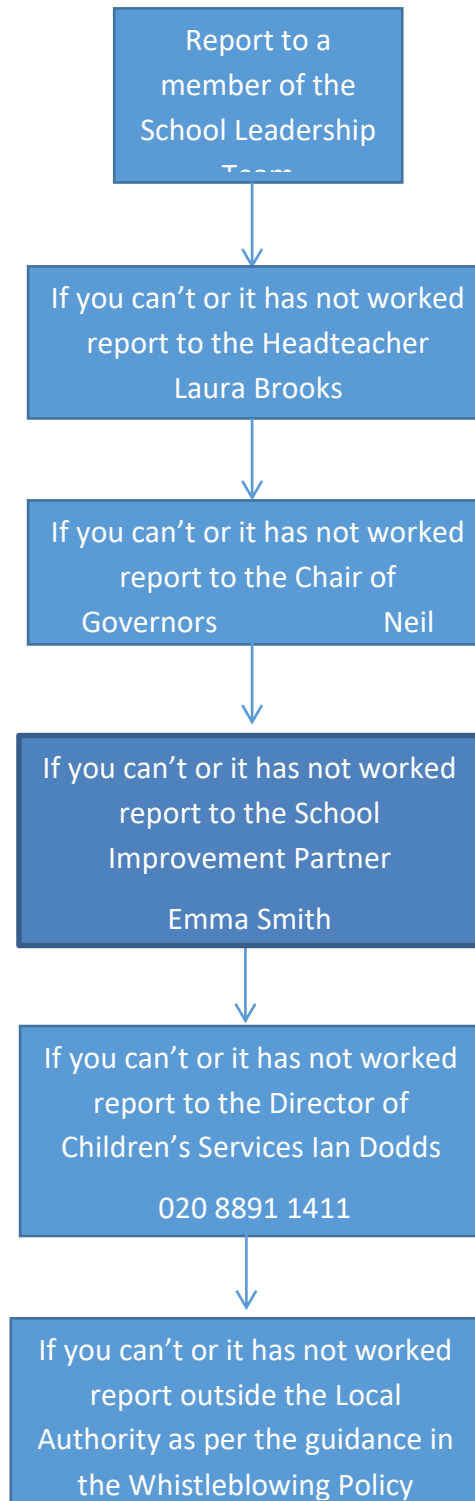
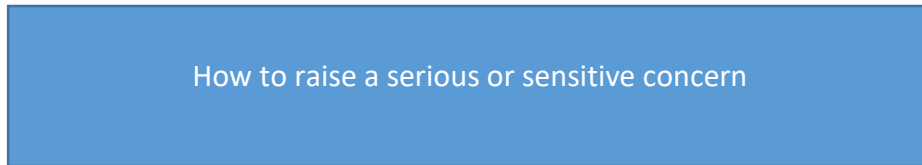
OUTER



Signature: _____ Date: _____

Appendix 6:

The Russell School – Whistleblowing Procedures 2023/24



Appendix 7: Links

Children Act 1989 Care Planning, Placement and Case Review:

www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review

Children Act 2004: www.legislation.gov.uk/ukpga/2004/31/contents

Education Act 2002: www.legislation.gov.uk/ukpga/2002/32/section/175

London Child Protection Procedures and Practice Guidance: www.londoncp.co.uk

Keeping Children Safe in Education 2022: www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children 2018: www.gov.uk/government/publications/working-together-to-safeguard-children--2

Inspecting Safeguarding in Early Years, Education and Skills:

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

Teachers' Standards: <https://www.gov.uk/government/publications/teachers-standards>

What to do if You're Worried a Child is Being Abused: www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Information Sharing:

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Statutory framework for the early years foundation stage:

[https://d.docs.live.net/9b48153fdb534d79/Documents/AfC%20Work/KCSIE 2022 September guidance.pdf](https://d.docs.live.net/9b48153fdb534d79/Documents/AfC%20Work/KCSIE%202022%20September%20guidance.pdf)

Statutory guidance for alternative provision: <https://www.gov.uk/government/publications/alternative-provision>

Engaging Neglectful Parents from Affluent Backgrounds: <https://www.gold.ac.uk/media/documents-by-section/departments/social-therapeutic-and-comms-studies/Report---Neglect-in-Affluent-Families-1-December-2017.pdf>

Neglect Toolkit:<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/child-neglect-toolkit-181.php>

KRSCP Multi-agency Threshold Document:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/multi-agency-threshold-document-144.php>

ACEs video: <https://www.youtube.com/watch?v=XHgLYI9KZ-A>

Mental health and behaviour in schools guidance: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

Mind: <https://www.mind.org.uk/>

Kooth: <https://www.kooth.com/>

Domestic Abuse Act 2021: <https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted>

Children Missing Education Statutory Guidance: <https://www.gov.uk/government/publications/children-missing-education>

Local Guidance:

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/children-missing-education-196.php>

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE September 2021):

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Beyond Referrals Toolkit:

https://www.csnetwork.org.uk/assets/documents/CSN_BeyondReferrals_SchoolsGuidance_ARTWORK.pdf

When to call the police:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Stop it Now: <https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>

Beyond Referrals: <https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>

Safeguarding Children from Sexual Exploitation:

https://www.londoncpc.co.uk/sg_sex_exploit_ch.html?zoom_highlight=child+sexual+exploitation

Child Sexual Exploitation Definition and Guide: www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

CSA centre of Expertise on Child Sexual abuse <https://www.csacentre.org.uk/>

Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

National Cyber Security Centre: [National Cyber Security Centre](http://NationalCyberSecurityCentre.org.uk)

Preventing youth violence and gang involvement: <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Criminal exploitation of children and vulnerable adults: county lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Sharing nudes and semi-nudes: how to respond to an incident:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Searching, Screening and Confiscation:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Female Genital Mutilation Statutory Guidance: www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Kingston and Richmond Safeguarding Children Partnership Female Genital Mutilation Policy:

<https://kingstonandrichmondscb.org.uk/news-resources/policies-and-procedures-87/female-genital-mutilation-policy-203.php>

Guidance Forced Marriage: www.gov.uk/guidance/forced-marriage

Asian Women's Resource Centre: <https://www.asianwomenscentre.org.uk/>

Modern slavery: how to identify and support victims:

<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>

Looking After Someone Else's Child: www.gov.uk/looking-after-someone-elses-child

Protecting Children from Radicalisation: The Prevent Duty:

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Educate Against Hate: [Educate against hate](http://EducateAgainstHate.org.uk)

Papyrus: <https://www.papyrus-uk.org/suicide-prevention/>

RCPCH updated guidance on fabricated or induced illness:

<https://childprotection.rcpch.ac.uk/resources/perplexing-presentations-and-fii/>

Role and Responsibilities of the Designated Teacher:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

AfC Virtual School: www.afcvirtualschool.org.uk

Early Help Assessment: www.achievingforchildren.org.uk/early-help-assessment

Guidance for Safer Working Practice: www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf

London Child Protection Procedures: Allegations:

https://www.londoncp.co.uk/alleg_staff.html?zoom_highlight=allegations

Contextual Safeguarding: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

KRSCP guidance to MARVE: <https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/child-exploitation-marve-88.php>

The Assessment Triangle: <https://www.csnetwork.org.uk/assets/documents/Context-Assessment-Triangles.pdf>

KRSCP threshold: <https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/multi-agency-threshold-document-144.php>

Missing Protocol: <https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/news-resources/policies-and-procedures-87/missing-protocol-211.php>

Early Help Strategy:

[https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/media/upload/fck/file/EH%20Partnership%20Strategy%209%20Nov%202020%20\(1\)F.pdf](https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/media/upload/fck/file/EH%20Partnership%20Strategy%209%20Nov%202020%20(1)F.pdf)

Criminal Exploitation of Children and Vulnerable Adults: County Lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Teaching Online Safety: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Children who run away or go missing from home or care:

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

NSPCC Responding to a child's disclosure of abuse: <https://www.youtube.com/watch?v=bvJ5uBIGYgE>

SPA online referral form:

https://www.richmond.gov.uk/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals

Guidance for safer working practice 2019:

<https://d.docs.live.net/9b48153fdb534d79/Documents/AfC%20Work/keeping-children-safe-in-education-2022-caspar-briefing.pdf>

Guidance for safer working practice addendum April 2020: <https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April-2020.pdf>

AfC physical intervention training (primary): https://5f2fe3253cd1dfa0d089-bf8b2cdb6a1dc2999fecbc372702016c.ssl.cf3.rackcdn.com/uploads/ckeditor/attachments/7799/EISS_Physical_Intervention.pdf

Price training: <https://www.pricetraining.co.uk/your-sector/schools-education/>

Positive environments where children can flourish:

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Use of reasonable force: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix 8: The 7 R's

The Seven Rs

Receive

Listen to what is being said, without displaying shock or disbelief. Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

Reassure

Reassure the child, but only as far as is honest and reliable. Do not make promises you may not be able to keep, e.g.: "I'll stay with you", or "everything will be alright now" or "I'll keep this confidential". Do reassure, e.g. you could say "I believe you", "I am glad you came to me", "I am sorry this has happened", "we are going to do something together to get help".

Respond

Respond to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

Do not ask 'leading' questions, i.e. "did he touch your private parts?" or "did she hurt you?". Such questions may invalidate your evidence (and the child's) in any later court proceedings.

Instead, make use of open-ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use: How? When? Who? Where?

Questions beginning with the phrases "tell me", "describe" or "explain" are useful:

- Tell me what happened, tell me who was there....
- Explain what you mean when you say....
- Describe the place to me....
- Do not criticise the alleged perpetrator; the child may care about him/her, and reconciliation may be possible
- Do not ask the child to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the child that it will be the designated lead for safeguarding or Headteacher.

Report

Share concerns with the DSL as soon as possible. If you are unable to contact your DSL, deputy DSL, or most senior member of staff, if the child is at risk of immediate harm, you MUST contact Achieving for Children SPA service or the police.

If you are dissatisfied with the response from the DSL or children's social work, you should ask for the decision to be reconsidered, giving your reasons for this.

A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff.

Record

If possible, make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as practical, recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.

Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. (See Appendix 3). The child should not be examined intimately or pictures taken of any injuries / marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. Children **MUST NOT** be asked to make a written statement themselves or to sign any records. All records of a child protection nature (handwritten or typed) are passed to the DSL.

Remember

Support the child: listen, reassure, and be available. Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Try to get some support for yourself if you need it.

Review

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure?
- Have these been remedied?
- Is further training required?