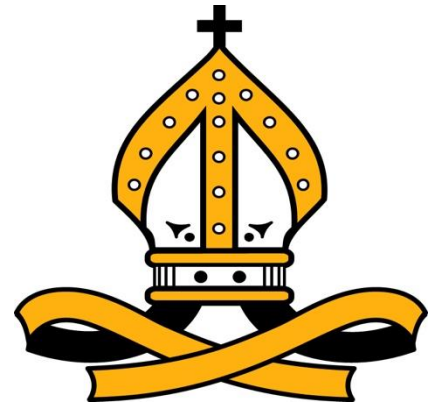


# Bishop Perrin Church of England Primary School

## Child Protection and Safeguarding Policy

Statutory Policy



*Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.*

<b>Designated Safeguarding Lead</b>	<a href="#">Adrian Corke</a> , <i>Headteacher</i>
<b>Deputy Designated Safeguarding Lead</b>	<a href="#">Rachael Macklearn</a> , <i>Deputy Headteacher</i>
<b>Nominated Governor for Child Protection</b>	<a href="#">Mrs Lucy James</a>
<b>Looked After Children Lead</b>	<a href="#">Adrian Corke</a>
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<b>Single Point of Access (SPA) for London Borough of Richmond</b>	020 8547 5008 Out of Hours: 0208 770 5000
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<b>Author</b>	A Corke
<b>Date Ratified</b>	<b>Awaiting ratification at November's FGB</b>
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**If you are at all worried about a child and need guidance, go to Section 6.**

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# 1 INTRODUCTION

## Terminology

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken 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 Education provision, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18, and aged up to 19 if the person has a disability.

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

## Child Protection and Safeguarding Policy

This policy sets out how the Governing Board of Bishop Perrin CE Primary School is carrying out its statutory responsibility to safeguarding and promote the welfare of children in accordance with Section 175 of the Education Act 2002, and the Education, Independent school standards for academies and post 16 providers under the Regulations 2014 and non-maintained special schools (England) regulations 2015.

The Child Protection Safeguarding Policy applies to ALL staff (teaching and non-teaching), Governors, volunteers, temporary and supply staff working in education provision at Bishop Perrin School.

This policy will be reviewed annually by the Governing Board and is in line with the requirements of [Working Together \(DFE 2018\)](#), [Keeping Children Safe in Education 2022](#) and [Inspecting Safeguarding in Early Years, Education and Skills \(Ofsted 2021\)](#)

This policy is made available to parents via the [Bishop Perrin School website](#).

## Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- [Children Act 1989 Care Planning, Placement and Case Review](#)
- [Children Act 2004](#)
- [Education Act 2002](#)
- [London Child Protection Procedures and Practice Guidance](#)
- [Keeping Children Safe in Education 2022](#)

- [Teachers Standards DfE 2013](#)
- [Equality Act 2010 and Public Sector Equality Duty](#)
- [Working Together to Safeguard Children 2018](#)
- [Statutory framework for early years foundation stage 2021](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Information Sharing](#)
- [Police and Criminal Evidence Act \(PACE\) Code C](#)
- [Searching, screening and confiscation guidance for schools](#)

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child has been abused or is at risk of abuse.

Our procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

The school will publish its Child Protection and Safeguarding Policy on its website and hard copies will be available on request from the school office. The school will also signpost all stakeholders to information that will actively keep children safe online.

We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties.

## **Aims**

The aims of this policy are:

- To identify key roles and responsibilities for all staff in relation to child protection and safeguarding, and emphasise the need for good levels of communication between all members of staff.
- To provide staff with the framework to promote and safeguard the wellbeing of children, and in doing so ensure they meet their statutory responsibilities, with clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the school that links with other relevant policies to safeguard the welfare of children.
- To raise awareness and set expectations of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children.
- To actively promote effective relationships with partnership agencies, particularly Achieving for Children (AfC) and the Kingston and Richmond Safeguarding Partnership.
- To ensure that **ALL** staff are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- To recognise our responsibility to refer any significant concerns about a child which may indicate physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) or neglect to SPA

- To provide reports to and attend any statutory child protection conferences, initial and review core group meetings and child in need conferences that may be called for under the London Child Protection Procedures
- To engage in child protection statutory assessment and interventions as required, recognising our duty to work with other agencies in protecting children from harm (e.g. Early Help and Children's Social Work Services, Police, Public Health and NHS professionals including mental health professionals).
- To maintain clear management oversight of all child protection work; identifying, referring and supporting children known to be at risk of harm, ensuring pupils at risk of harm are safeguarded and receive timely support and intervention; including early help and prevention work.

Our school understands that children find it difficult to disclose abuse and we therefore strive to create “reachable moments” where pupils can talk to a member of staff about anything that is worrying them. Staff adopt a professional curiosity and if have any doubts, worries or concerns, will share them with the Designated Safeguarding Lead.

## **The Purpose of Bishop Perrin School's Child Protection and Safeguarding Policy**

Bishop Perrin School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. This policy relates to all children between the ages of 0-18, whose care and education comes within the remit of education provision. All children regardless of age, gender, race, ability, sexuality, religion, beliefs, or language have a right to be protected from harm.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is of paramount concern. Our school is a community and we all (staff, Governors, parents, families and pupils) have an essential role in making it safe and secure. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness and mutual respect that encourages children to talk to us, and feel confident that they will be listened to. We recognise that the culture we create has an important impact on children both during the day at school and afterwards, into adult life.

We are vigilant and alert to signs of abuse and potential harm and follow our procedures to ensure that all children in our school receive effective support and protection. This includes an attitude of ‘it could happen here’ where safeguarding is concerned.

Our Child Protection and Safeguarding Policy sets out how Bishop Perrin School deals with any child protection concerns. It includes specific safeguarding issues including sexual violence, harmful sexual behaviours and sexual harassment, contextual safeguarding, children missing from education (which includes attendance), child sexual exploitation, honour based violence (including female genital mutilation and forced marriage), prevent duty, domestic

abuse, substance misuse (drugs and alcohol), serious violence including youth violence (including knife crime) and child on child abuse.

This is a core policy that forms part of the induction for all new and existing staff. It is a requirement that all members of staff sign to say they have read and understood its contents and that they will abide the policy.

## **Equality, Diversity and Inclusion**

The School has an [Equality and Inclusion Policy](#) that sets out our requirement to the public sector equality duty which is monitored and reported to Achieving for Children annually. Our Equality and Inclusion Policy emphasises our inclusive approach and sets clear expectations around equality and diversity. We are committed to promoting equality of opportunity for every pupil and equality of access to learning through a curriculum that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation of, or any other form of discrimination. Our commitment is in accordance with the Equality Act 2010 which offers protection based on a number of characteristics. This is reflected in:

- The organisation of learning
- Our curriculum
- Our approach to teaching and learning
- How we treat each other
- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Sexual orientation
- Religion and/or belief

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantages because of other factors (e.g. political beliefs, employment status, language etc.). We will work to minimise discrimination in our school and this is reflected in our guidance for dealing with child on child abuse.

## **2 ROLE AND EXPECTATION OF STAFF, GOVERNORS, VOLUNTEERS AND EXTERNAL PROVIDERS**

All adults involved with the functioning of Bishop Perrin School are expected to act on any concerns about a child's welfare immediately. A child's welfare and interests must be the paramount consideration at all times.

We will ensure that all staff annually sign to acknowledge that they have read, understood and understand the following documents:

- Child Protection and Safeguarding Policy

- [Keeping Children Safe in Education 2022 \(Part One\)](#) and that school leaders and staff that work directly with children will also read Annex A
- Staff Code of Conduct/Safe Working Agreement
- Health and Safety Policy
- Whistleblowing Policy
- Data Protection Policy
- Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy
- Online Safety Policy
- Online Acceptable Use Policy
- Complaints Policy
- Staff Handbook
- Equality Information and Objectives Policy

**All school staff are made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

## **Leadership and Management**

### **The Governing Board**

The Governing Board of Bishop Perrin School is collectively responsible and **must** ensure that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice, using a whole school approach to safeguarding and child protection. Safeguarding is a standing item on the agenda for every meeting of the full board. The Governing Board **must** comply with the law, namely to ensure that:

- They liaise with the Headteacher and or Designated Safeguarding Lead (DSL) over safeguarding matters, this is a strategic role rather than operational. Governors will not be involved in concerns regarding individual children
- Supporting the Headteacher and staff in their role by ensuring the allocation of funding and resources is sufficient to meet current safeguarding activity through a safeguarding action plan
- There is an effective Safeguarding and Child Protection Policy which reflects the whole school approach, with guidance and procedures in place to deal with child on child abuse
- A Behaviour Policy which includes measures to prevent bullying that includes prevention of cyberbullying, prejudice based and discriminatory bullying
- A Staff Code of Conduct that includes the process for responding to low level concerns and acceptable use of technology
- That procedures are in place for dealing with allegations of abuse against staff (including the headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- All staff, including temporary staff and volunteers, read and sign to say that they have understood and will abide by Bishop Perrin School's Safeguarding and Child Protection Policy, Staff Code of Conduct and Keeping Children Safe in Education Part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities

as set out in the guidance. This applies to the Governing Board in relation to Part 2 of the same guidance which is found in [Working Together to Safeguard Children](#).

- Appropriate safeguarding arrangements for children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. This is set out in the school's Attendance Policy
- The Governing Board has a nominated Governor responsible for safeguarding who has undertaken appropriate training for the role
- That enhanced DBS checks (without barred list checks, unless the Governor is also a volunteer at the school) are in place for all Governors
- To ensure the school is in accordance with the relevant legislation and local guidance agreed through the local safeguarding partnership arrangements put in place by the respective local authorities (Kingston and Richmond Councils)
- To ensure children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through Personal, Social, Health and Education (PSHE) and through Relationships and Sex Education (RSE)
- To ensure the school fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The Chair of Governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay
- That all members of the Governing Board receive safeguarding training at induction which is regularly updated (3 yearly). The Designated Safeguarding Governor/s attends appropriate training, prior to or as soon as possible after appointment, that guides Governors in their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the school's safeguarding arrangements
- To ensure that the Governing Board receive safeguarding training and the Safeguarding Governor attends appropriate training that guides Governors in their strategic responsibilities in order to provide appropriate challenge and support for any action and to progress areas of weakness or development in the school's safeguarding arrangements
- That a senior member of staff has been appointed as the DSL and that the roles of the DSL and the Deputy Designated Safeguarding Lead (DDSL) will be explicit in their job descriptions and will ensure that they have the time and resources to fulfil their duties
- The DSL and Deputy DSL undertake multi-agency (Level 3) safeguarding training which is updated every two years and that all other staff have safeguarding training updated as appropriate
- There is a Designated Teacher to promote the educational achievement of looked after children who are on the school roll
- Appropriate online filtering and monitoring systems are in place and their effectiveness is regularly reviewed (in guidance from LGfL)
- To ensure there are clear lines of accountability within the school's leadership for safeguarding
- To ensure the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children (and Disqualification

- by Association regulations where applicable), and to ensure that there is at least one Governor, where applicable, on every recruitment panel who has completed safer recruitment training within the past five years
- There is a nominated Governor, or the Chair, that will act as Case Manager for dealing with allegations of abuse against staff and the Headteacher. Allegations should be reported to the Local Authority Designated Officer (LADO).
- To ensure that all staff sign to say they have read, understood and agree to work within Bishop Perrin School's Safeguarding and Child Protection Policy, Staff Code of Conduct and Keeping Children Safe in Education 2022 Part 1 and Annex A.
- Governors will not be involved in details of individual cases, however, they should be provided with an anonymised report at the end of the academic year outlining the number of cases managed and other statistics relevant in the school e.g. exclusion data and children taken off roll.

### **The Nominated Governor for Safeguarding**

At Bishop Perrin School, we have a nominated Governor for Safeguarding who:

- Is familiar with [SCP](#) guidance and policy, has received appropriate Governor safeguarding and child protection training,
- Ensures the Governing Board puts in place a suitable safeguarding and child protection policy and associated procedures,
- Champions safeguarding and child protection issues within the school,
- Meets regularly with the DSL to monitor the effectiveness of the Governing Board's Child Protection and Safeguarding Policy,
- Ensures that the Governing Board receive a half-termly report on safeguarding issues within the school. This should detail any changes to policy and procedures, and key school safeguarding data, such as serious incidents, numbers of children looked after or subject to child protection plans, and details of any allegations made against staff or volunteers, and subsequent action, permanent or temporary exclusions, children missing education, or those with concerning attendance records.

The nominated Governor for Safeguarding and Child Protection is:  
**Mrs Lucy James**

### **The Headteacher will ensure that:**

- The Safeguarding and Child Protection Policy and related policies and procedures are implemented and followed by **ALL** staff.
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- Safeguarding is included in the curriculum and delivered across the key stages through the teaching of RSE and PSHE.
- They will liaise with the LADO within 24 hours, before taking any action and then on an ongoing basis, where an allegation is made against a member of staff or volunteer.

## **The Designated Safeguarding Lead (DSL)**

The roles of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead [DDSL] are explicit in their job descriptions and we will ensure that they have the authority, time and resources to fulfil their duties.

The DSL for Child Protection in this school is: **Adrian Corke**

The Deputy DSL for Child Protection in this school is: **Rachael Macklearn**

## **The Role of the Designated Safeguarding Lead**

- Holds ultimate responsibility for safeguarding and child protection in Bishop Perrin School. This responsibility will not be delegated,
- Acts as a source of support and expertise for the whole school community in regards to our safeguarding duties,
- Encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Will undertake with the Governing Board, an annual audit of Bishop Perrin School's safeguarding policies, procedures and practices and ensure that this is submitted to [Kingston's and Richmond's SCP](#)
- Will ensure that the name of the DSL and DDSL, are clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse,

## **Manage Referrals**

Will refer a child if there are concerns about possible abuse, to Achieving for Children's [Single Point of Access](#) (SPA) and/or the local authority where the child resides and act as a focal point for staff to discuss concerns

- Support staff who make referrals to SPA
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required
- Liaise with the DDSL to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#). The DSL is responsible for ensuring all staff are aware of this requirement.

## **Work with Others**

- Will liaise with the local authority and work with other agencies and professionals in line with [Working Together to Safeguard Children](#) and will follow guidance as laid out in the [NPCC-When to call the Police](#) if it is deemed appropriate.

- Has a working knowledge of [Kingston's and Richmond's SCP](#) and Achieving for Children procedures. Will ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required, which has been shared with the parents
- Notifies Children's Social Care if a child subject to a child protection plan is absent from school without explanation,
- As required, liaise with the "case manager" and the designated officer(s) at the Local Authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (including appropriate school staff, school nurses, IT support (Click On It)) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Upholds a close relationship with the KRSCP, such as through attendance KRSCP termly DSL forums

## Training

The DSL and DDSL should undergo Level 3 training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Have an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- Demonstrate their engagement with the KRSCP by ensuring they attend the KRSCP Designated Safeguarding Lead termly forums. The DSL and DDSLs keep abreast of child protection learning and developments through appropriate training.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Will ensure that all staff (including new and part-time staff) sign to say they have read, understood and agree to work within Bishop Perrin School's Safeguarding and Child Protection Policy, Staff Code of Conduct and the most up-to-date version of Keeping Children Safe in Education Part 1 and Annex A and ensure that the policies are used appropriately
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences,
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;

- Will keep detailed, accurate and secure records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral
- Understands and supports the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

## **Raise Awareness**

The DSL will:

- Ensure the school's Child Protection and Safeguarding Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Board
- Ensure the Child Protection and Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Keep school staff up-to-date via email communications and in-school training of the latest safeguarding developments both locally and nationally.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

## **Child Protection File**

Where children leave the school (including for in-year transfers) the DSL will ensure their Child Protection File (where a child has one) is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be

obtained. Receiving schools should ensure the DSL and Inclusion Leader are aware as required.

In addition to the Child Protection File, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. In addition to the above, the DSL will ensure the following:

- Will ensure that all such records are kept confidential, stored securely and are separate from the pupil's general file,
- Will ensure that an indication of the existence of the additional safeguarding and child protection file is marked on the pupil general file
- Will ensure that a copy of the safeguarding and child protection file is retained in line with the school's Data Retention Policy and that the new school acknowledges receipt of the original file.

### **Availability**

During term time the DSL or DDSL should always be available (during school hours) for staff in the school to discuss any safeguarding concerns and will ensure that there are appropriate cover arrangements for out of hours activities. It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

### **The Deputy Designated Safeguarding Lead**

Is trained to the same standard as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the Deputy will assume all the functions above.

### **All School Staff**

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action,
- Consider, at all times, what is in the best interests of the child
- Act immediately by informing the DSL/Deputy DSL if they have concerns about a child or if necessary where the child is at immediate risk, to the Police or Single Point of Access (SPA), or if a child lives out of borough, to the relevant local authority
- In the absence of the DSL/Deputy DSL, inform a member of SLT of their concerns
- Know how to respond to a pupil who discloses abuse,
- Will provide a safe environment in which children can learn.
- Be aware of what poor practice looks like:
  - ✓ Failing to act on early signs of abuse or neglect
  - ✓ Poor record keeping
  - ✓ Failing to listen to the views of the child
  - ✓ Failing to reassess concerns when the situation does not improve
  - ✓ Not sharing information or sharing it too slowly
  - ✓ Not challenging those who aren't taking action

- All staff will be offered the opportunity for supervision and support, as required. Advice and guidance around the most appropriate form of supervision will be sought from the local Safeguarding Children Partnership (SCP), facilitated by the DSL.

### 3 SAFER RECRUITMENT

The Governing Board and the school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children whether through volunteer or paid employment. In order to do so, the school takes the following steps and measures:

#### **Advertising**

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children with the following statement on all adverts for new appointments:  
*"This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."*
- That safeguarding checks will be undertaken including online searches of shortlisted candidates to help identify any issues that are publicly available online.
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

#### **Application forms**

Our application forms include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)

#### **Shortlisting**

Our shortlisting process will involve at least 2 people and will:

- Have at least one member of the recruitment panel who has completed safer recruitment training within the last five years
- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns
- Carry out online searches to help identify any issues that are publicly available

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

### **Seeking References and Checking Employment History**

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview. When seeking references we will:

- Raise questions if it is not on headed paper
- Question if the reference is not from the person who we requested it of and is not signed by the author with an original signature
- Not accept open references
- Liaise directly, via telephone, with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's last two previous employers and are by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the Headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

### **Interview and Selection**

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

### **Pre-appointment Vetting Checks**

We complete all the checks required linked to the school's Single Central Record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below, including;

- Identity
- Mental and physical fitness to carry out role
- Professional qualifications
- Right to work in the UK
- Employment history and references

## Disclosure and Barring Service – DBS

The level of DBS certificate required will depend on the role. All staff are subject to a prohibition check regardless of their role in the school. For most appointments an enhanced DBS certificate will be required as the majority of staff will be engaging in regulated activity which means that they:

- will be responsible on a regular basis, for teaching, training, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in our school where they have an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

For those engaged via a third party organisations (temporary/contractors) who have an opportunity for regular contact with children but are not engaging in regulated activity, an enhanced DBS certificate that does not include a barred list check will be appropriate.

The following requirements/expectations are in place:

- The DBS form **MUST** be completed in **black ink**.
- Only an **enhanced** DBS checks can be portable. Standard DBS checks are not portable.
- A portable DBS is only valid for 1 year from **date of issue**, therefore a new DBS application should be made prior to the expiry of the portable DBS.
- The employee must provide the original DBS. Both sides of the original Disclosure should be **copied, dated** and **signed** as 'original'.

## Making a referral to the DBS in the event of a safeguarding concern

The school has a legal duty to make a referral to the DBS where a person in regulated activity has been dismissed or removed from post due to safeguarding concerns or they would have been removed if they had not resigned beforehand. See "Whistleblowing and allegations involving school staff, volunteers, contractors or pupils" for further information.

## Medical Clearance

When appointing new staff, the school will verify their mental and physical fitness to carry out their work responsibilities. All new employees complete a Health Questionnaire. If an existing employee takes up a different post they may be subject to another medical clearance depending on the type of work carried out.

## National Insurance Numbers

All employees require a permanent National Insurance Number before they can commence work as opposed to a temporary number.

## New Staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep

a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken

- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment.
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
  - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

As Bishop Perrin School teaches children under the age of 8 years old, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Appointment of New Staff**

Bishop Perrin School uses the form in [Appendix 1](#) to confirm appointment of staff.

### **Existing staff**

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Disqualification**

People who have been convicted of certain offences are disqualified from working in Reception and/or Breakfast Club here at Bishop Perrin School. The list of offences can be viewed by clicking through [on this link](#).

If a member of staff is convicted of an offence that would mean that they are disqualified from providing childcare at Bishop Perrin School in their current role of working within the Reception Class or working as a member of staff at the Breakfast Club or in a future role because they have been redeployed to

Reception Class or Breakfast Club, then they must inform the Headteacher immediately.

### **Single Central Record (SCR)**

The school keeps a Single Central Record which includes the details of all staff, Governors, volunteers, student teachers and staff working in the school who are employed by another organisation.

The SCR is held securely on the school's server and is maintained by the School Business Manager and includes DBS clearance. Both the DSL and DDSL have access to the SCR.

[NSPCC Safer Recruitment](#)

### **Supply Agency and Third-party Staff**

Schools must obtain written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school that the school would otherwise perform.

This information will be scrutinised by the School Business Manager and passed onto the Senior Leadership Team. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made by presenting photographic ID and their DBS check.

### **Extended School, Use of School Site During Holidays and Off-site Arrangements Involving Third Party Staff**

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 are in place.

The school's Lettings Policy will seek to ensure the suitability of adults working with children on the school site at any time and that they have appropriate child protection and safeguarding policies regardless of whether or not the children attending are on the school roll.

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 in respect of our own staff.

### **Trainee/Student Teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

## **Volunteers**

Parent helpers, work experience students and other volunteers in the school will be given guidance about the school's child protection and safeguarding procedures and what they would need to do if they have any concerns about what they have seen or heard in the school whilst helping out. They will be provided with a guidance leaflet explaining how they should report any concerns/disclosures.

They will be informed that if they do not have a current DBS check then they always need to remain in sight of a member of staff when in the presence of children. The school will not allow people over the age of 18 years old to undertake work experience, lesson observations or teaching practice unless they have a current DBS check. We will:

- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

## **Governors**

All Governors will have an enhanced DBS check and a prohibition check. They will have an enhanced DBS check with barred list information if working in regulated activity. All Governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school Governor).

## **Staff Working in Alternative Provision Settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform. The written confirmation is stored on the school's secure server in a dedicated folder that is separate to the school's Single Central Record.

## **Contractors**

Contractors will be encouraged to come onto the premises during out-of-school hours/inset days. Otherwise, contractors will be told of safeguarding procedures on entry to the school by school office staff. Bishop Perrin School follows the [LDBS Guidance for Consultants and Contractors \(Feb 2016\)](#). [Please see Appendix 2.](#)

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as swimming/sports coaches, we will ask to see their DBS documentation and photographic ID. This will be recorded on the school's SCR for the duration of the engagement with the school. We will not keep copies of such checks for longer than 6 months. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

## **Right to work in the United Kingdom**

Prior to employment the school will check that the employee has the necessary documentation to work in the UK. In situations where there is uncertainty over an employee's right to work in the UK, the school will seek advice from the Home Office (Helpline: 0845 010 667).

## **Individuals who have lived or worked outside the United Kingdom**

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the [NCTL Teacher Services](#) system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

The Home Office has published guidance on [criminal record checks for overseas applicants](#). The Department for Education has also issued [guidance on the employment of overseas-trained teachers](#). This gives information on the requirements for overseas-trained teachers from the European Economic Area to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the USA.

## Staff Induction, Training and Development

All staff members receive appropriate safeguarding and child protection training, including induction, which is regularly updated. This includes training on how to recognise signs of abuse and how to respond to any concerns. In addition all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The DSL provides at least an annual briefing to the school to provide staff with any updates on changes to child protection legislation, procedures and relevant learning from key serious case reviews. All members of staff, including Early Career Teachers and teaching and learning assistants, will be given induction and guidance that includes, as a minimum:

- and how to respond to any concerns
- online safety training
- familiarisation with the Child Protection and Safeguarding Policy
- familiarisation with the Staff Code of Conduct and Safer Working Practice Agreement
- the role of the DSL
- provided with a copy of Keeping Children Safe in Education [Part One]

On appointment, individuals **must**:

- Sign to say that they have read, understood and will abide by the suite of school safeguarding policies referenced in “**Role and Expectation of Staff, Governors, Volunteers and External Providers**” at the beginning of this policy.
- Understand the difference between having a concern about a child, and a child in immediate danger and being clear on the relevant actions to take;
- Know the role of the DSL in school;
- Understand that early help and support that can be provided by the school, and their role in early help.

In addition to the above, the following will be implemented:

- The nominated Safeguarding Governor undergoes child protection training prior to or as soon as appointment to the role and at regular intervals thereafter.
- The DSL attends the multi-agency local safeguarding partnership training within 12 weeks of taking up their responsibilities.
- The school will ensure that its DSL attends the Designated Safeguarding Lead training and conferences to keep abreast of child protection learning and developments, at least biannually.

We will ensure that student teachers, work experience students (under the age of 18) and tutors/coaches delivering extra-curricular clubs and activities are aware of the school’s safeguarding systems and procedures for reporting concerns. This will be carried out by the member of staff responsible for student teachers and work experience students, the Extended School Co-ordinator and any other member of staff who is responsible for induction, depending on the role of the adult in the school.

The school will maintain accurate records of staff induction and training which will be stored on the Server.

## **Health and Safety**

Under the Health and Safety at Work Act 1974, the school employer has overall responsibility for health and safety and must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the school premises. At Bishop Perrin School, which is a voluntary aided school, the Governing Board is the employer.

All visitors to our site are required to sign in and validate the purpose of their visit to ascertain the level of supervision required on site and to ensure safe working practice in our school, for example, external contractors.

## **Supporting Staff Working in Difficult Situations**

We recognise that staff working in the school who have become involved with a safeguarding or child protection matter may find it distressing and upsetting. We ensure clear management oversight of work by senior leaders and we will ensure appropriate support in relation to their work.

We provide further support for staff as necessary through a supervision process where they can discuss their worries with an appropriately trained member of staff and they can seek further support if needed. This could include:

- A work-related stress assessment undertaken by their line manager or the Achieving for Children Education Service can be contacted for specific mental health support or risk assessment.
- Referral to occupational health for maintained schools.
- In the event of a violent incident, further advice can be sought through AfC Education Services.

## **Use of Alcohol by Staff**

As a result of our local learning through the Kingston and Richmond Safeguarding Children's Partnership around the website "Everyone's Invited" in March 2021, staff are not permitted to drink alcohol whilst in loco parentis on overnight residential school trips.

Staff are not allowed to drink alcohol during the course of a normal working day.

## **4 WHISTLEBLOWING AND ALLEGATIONS INVOLVING SCHOOL STAFF, VOLUNTEERS, CONTRACTORS OR PUPILS**

### **Managing Allegations Against Adults**

All staff must be aware of their duty to raise concerns about the attitude or actions of a member of staff regarding a risk or harm to children, (including supply teachers, contractors and volunteers) **IMMEDIATELY** in line with the school's Staff Code of Conduct and Whistleblowing Policy.

- An allegation about a member of staff, contractor or a volunteer should be brought to the immediate attention of the Headteacher.
- Allegations can be brought directly to the attention of the Local Authority Designated Officer (LADO), especially if the allegation/concern is about a member of staff and there would be a conflict of interest in reporting the concern to the Headteacher.

Any staff member can press for re-consideration of a case if they feel a child's situation does not appear to be improving. They must refer their concerns to the SPA directly, if they have concerns for the safety of a child.

If the concerns are about the Headteacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

**The Revd David Cloake** CONTACT NUMBER: **0208 408 1220**

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Joint Vice Chairs in this school are:

**Mr Russell Nimmo**  
**Mrs Alwyn Williams**

CONTACT NUMBER: **0208 894 1447** (School)  
CONTACT NUMBER: **0208 894 1447** (School)

The nominated Governor for Child Protections is:

**Mrs Lucy James**

CONTACT NUMBER: **0208 894 1447** (School)

Where a staff member feels unable to raise an issue with their line manager or the Chair of Governors, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#); and
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Despite all efforts to recruit safely there may be occasions when allegations of abuse against children are reported to have been committed by staff, practitioners and/or volunteers, who work with pupils in our school.

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

- Behaved in a way that has, or may have harmed a child;
- Possibly committed a criminal offence against/related to a child;
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with 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 the member of staff/volunteer has contact within their personal, professional or community life, such as if they had a child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practices and should be familiar with the guidance contained in the school's Staff Handbook, the school's Code of Conduct 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 name of school's Behaviour, Anti-Bullying, Exclusion and Physical Intervention 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.

### **Allegations that may Meet the Harms Threshold**

Guidance, as laid out in [Part 4 of Keeping Children Safe in Education](#), will be followed by the school where an allegation has been made against a member of staff, a supply teacher, contractor or volunteer that falls into one or more of these criteria, even though the incident may have occurred outside of the work place:

- 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; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) within 24 hours and before taking any further action. [See Flowchart 1](#)

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. [See Flowchart 2](#)

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'Case Manager' will lead any investigation. This will be the Headteacher, or the Chair of Governors where the Headteacher is the subject of the allegation. The Case Manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

## **Suspension of the Accused Until the Case is Resolved**

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Local Authority

If in doubt, the Case Manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

## **Definitions for Outcomes of Allegation Investigations**

**Substantiated:** there is sufficient evidence to prove the allegation

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation

**False:** there is sufficient evidence to disprove the allegation

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

## **Procedure for Dealing with Allegations**

In the event of an allegation that meets the criteria above, the Case Manager will take the following steps:

- Discuss the allegation with the LADO. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the Police and/or Children's Social Services. (The Case Manager may, on occasion, consider it necessary to involve the Police *before* consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the Case Manager will notify the LADO as soon as practicably possible after contacting the Police)

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the Police or Children's Social Services, where necessary). Where the Police and/or Children's Social Services are involved, the Case Manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO Police and/or Children's Social Services, as appropriate
- Where the Case Manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to Children's Social Services

**If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within one working day, and the individual will be given a named contact at the school and their contact details

**If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

**If it is decided that further action is needed then the Case Manager will:**

- Take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the Police and/or Children's Social Services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The member of staff facing the allegation may wish to consult their trade union or access counselling or medical advice from their GP.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with Children's Social Services and/or the Police, if applicable). The Case Manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

- Will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within fourteen days of the allegations being made.
- If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, the school will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
- Where the Police are involved, wherever possible the school will ask the Police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Additional Considerations for Supply Teachers and all Contracted Staff from a Third Party**

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

The Governing Board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR Manager or equivalent to meetings as appropriate.

### **Timescales**

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within one week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within three working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within fifteen working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

## **Specific Actions**

### **Action following a criminal investigation or prosecution**

The Case Manager will discuss with the LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the Police and/or Children's Social Services.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the Case Manager will consider how best to facilitate this. The Case Manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated, unfounded, false or malicious reports**

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the Case Manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, they will inform the DSL and a referral to SPA may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

## **Confidentiality and Information Sharing**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. 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.

The Case Manager will take advice from the LADO, Police and Children's Social Services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality

- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

## Record-keeping

The Case Manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for ten years from the date of the allegation if that is longer.

## References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

## Learning Lessons

After any cases where the allegations are *substantiated*, the Case Manager will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

## **Non-recent Allegations**

Abuse can be reported, no matter how long ago it happened. We will report any non-recent allegations made by a child to the LADO in line with our Local Authority's procedures for dealing with non-recent allegations.

The school will refer any allegations made by an adult against members of staff no longer employed by Bishop Perrin School to the Police for investigation. The school will support the Police with regards to any enquiries that are initiated because of the allegation.

## **What to do if a Pupil is the Subject of an Allegation**

If a pupil is the subject of an allegation against another pupil, then the school will follow the steps laid out in [Flowchart 1](#) and seek advice from the LADO via SPA.

## **Concerns that do Not Meet the Harm Threshold-Low Level Concerns**

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out above. Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

## **Definition of Low-level Concerns**

The term 'low-level' concern is any concern – no matter how small – 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 of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

## **Sharing Low-level Concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Having a detailed and robust Staff Code of Conduct and Safer Working Practices Policy that ensures staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate

behaviour from concerning, problematic or inappropriate behaviour, in themselves and others

- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

## **Responding to Low-level Concerns**

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Staff Code of Conduct and Safer Working Practices Policy, the staff Disciplinary and Capability Policies. The school will also follow guidance in: [Developing and implementing a low-level concerns policy: A guide for organisations which work with children](#)

## **Record-keeping**

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken. Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described above, we will refer it to the LADO
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

## **References**

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the LADO and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

## **5 THE IMPACT OF ABUSE AND NEGLECT**

The sustained abuse or neglect of children physically, emotionally, or sexually can have long-term effects on the child's health, development and well-being. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The effects can also extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations it can affect parenting ability.

### **Physical Abuse**

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

### **Emotional Abuse**

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

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[Neglect Toolkit](#)

[KRSCP Multi-agency Threshold document](#)

## Indicators of abuse

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

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:

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

- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed. **It is very important that staff report all their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.**

### **Impact of abuse**

The sustained abuse or neglect of children physically, emotionally or sexually can have long term effects on the child's health, development and wellbeing. It is important to consider the impact on any siblings as well. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The more Adverse Childhood Experiences (ACEs) a child has, the more likely they are to suffer long term. The effects can extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations, it can affect parenting ability. Other factors that should be considered as a result of abuse and neglect include:

- Drug and alcohol use and abuse
- Missing education
- Serious violence
- Radicalisation
- Sharing of sexualised images

### **Children Suffering or Likely to Suffer Significant Harm**

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of a child. It gives local authorities a duty to make enquiries under Section 47 of the Children Act 1989 to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Such enquiries must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation and other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2018) as: protecting children from maltreatment; preventing impairment of a child's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

### **Taking Action**

Any child in any family, or in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'. Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999.

- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.
- do not start your own investigation.
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- complete a [blue Safeguarding Concern Form](#), follow the school's procedures and seek support for yourself if you are distressed.

## 6 WHAT TO DO IF YOU ARE WORRIED ABOUT A CHILD IN SCHOOL

- If staff have any concerns about a child's welfare, they should act on them immediately. Any concerns regarding indicators of abuse or neglect or signs that a child may be experiencing a safeguarding issue should be recorded on a blue Safeguarding Concern Form ([see Appendix 3](#)) and passed to the DSL or Deputy DSL. For physical signs of abuse, [a body map can also be used \(see Appendix 4\)](#). Concerns can also be discussed in person with the DSL but the details of the concern should be recorded in writing.
- There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- Staff at Bishop Perrin School will know that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- Staff should use the blue Safeguarding Concern Form to record these early concerns and give the completed form to the DSL.
- Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.
- The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their local LSCB and LA. The Headteacher or Chair of Governors must also be able to deal with allegations made against members of staff.
- The SPA is the first point of contact for child protection and safeguarding in Richmond. Their phone number is: 020 8547 5008. Their website is: [http://www.richmond.gov.uk/single\\_point\\_of\\_access](http://www.richmond.gov.uk/single_point_of_access)
- If you believe the child to be at risk of imminent harm you should always contact the police by calling 999 and then call SPA.

As a person who works with children, staff have a duty to refer safeguarding concerns to the DSL. However if:

- concerns are not taken seriously by an organisation or
- action to safeguard the child is not taken by professionals and
- the child is considered to be at continuing risk of harm

then staff should contact SPA directly themselves.

**If, at any point, a child is in immediate danger or is at risk of serious harm, a referral should be made to SPA immediately.** Anybody can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

## **What to do if a Pupil Discloses to a Member of Staff**

We recognise that it takes a lot of courage for a child to make disclose information which raises concern about actual or potential significant harm. A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one. For some extra help: [NSPCC Responding to a child's disclosure of abuse](#)

The initial response by an adult should be limited to listening carefully to what the child says so as to clarify:

- the concerns
- confirm who the child has told if anyone
- make full written record of what is being said in the child's words

During their conversation with the pupil staff will:

- listen to what the child has to say and allow them to speak freely
- remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- reassure the child that it is not their fault and that they have done the right thing in telling someone
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- take what the child is disclosing seriously
- ask open questions and avoid asking leading questions
- avoid jumping to conclusions, speculation or make accusations
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive, but may be interpreted by the child to mean they have done something wrong. There are multiple reasons why children delay disclosing
- tell the child what will happen next

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on. Staff are not allowed to keep secrets. Staff will consider the impact on any siblings as well and the support they will need. The following steps must be taken ([See Flowchart 3](#))

The member of staff must record information regarding the disclosure on the same day. The recording must be made on the blue Safeguarding Concern Form ([see Appendix 3](#)) and it must be a clear, precise, factual account of the disclosure

- The member of staff should give the completed Pupil Safeguarding Concern Form to the DSL at the earliest opportunity and discuss their concerns. In the absence of the DSL, the Form should be handed to the Deputy DSL. In the absence of the DDSL, the Form should be handed to a senior member of staff. The DSL will be alerted to the generation of a Pupils Safeguarding Form at the earliest opportunity if they are absent at the time of completion.
- The DSL should listen to what the child or young person wishes to say in response to the concerns and clarify any matters which are not clear in the child's account but **must not** conduct an in-depth interview or investigation of the allegation. The DSL must explain to the pupil at the outset of such a discussion that no promise of personal confidentiality can be made, even if the child should request this, as this would not be possible if there were a subsequent child protection enquiry. The DSL should explain to the child what could happen next.
- The DSL should keep an accurate written and dated record of anything the child has said about the matter and this must be reported immediately to the Headteacher, where the Head is not him or herself the DSL. The Headteacher/DSL, will make a referral and/or gain advice from SPA.
- If the decision is not to refer, the Headteacher/DSL must officially log the decision, the reasons for it and any subsequent action taken in respect of the child who raised the matter initially.
- Where it is decided that the matter should be referred, the school should immediately contact SPA or known case-holding social worker in the relevant team, depending on the pupil's place of residence. The school should state the cause for concern and any action so far taken.
- Where, based on the information available, SPA decides that it is not appropriate to proceed further with a child protection enquiry, the social worker concerned will provide advice to the school on any other action that may be taken to promote the child's welfare within 24 hours. This could include intervention by other Social Services teams or workers, the Education Welfare Service, the Health Service or voluntary agencies.
- Where, based on the information available, Children and Families Services decide that a '[Section 47](#)' investigation is needed, the school will be asked to complete a formal *Child Protection Referral Form*. A copy of this form is annexed to the main procedure guidance. It should be faxed as soon as possible to the Duty Officer of the relevant SPA, or to the allocated Social Worker if the child already has one. A signed copy should be forwarded immediately afterwards by post.
- The enquiry will start within 24 hours of the decision to do so being made. A Child Protection Strategy Discussion will be called, which in appropriate circumstances would involve the Police Child Abuse Investigation Team, to discuss the future handling of the case. School staff will normally be asked to attend this meeting to provide background information.
- One outcome of the Strategy Discussion will be a decision on what information should be shared with the family, and by whom. Consideration will be given to the fact that such information sharing could in some circumstances, place the child in a position of risk of significant harm, or else could jeopardise a subsequent police investigation into an alleged offence.
- The SPA will then have full responsibility for pursuing and concluding the enquiry, and for co-ordinating with the Police Child Abuse Investigation Team, medical personnel and other key workers. They will inform the school and all other key workers involved of subsequent developments.

## **Action Where a Child Has Serious Injuries Which Require Immediate Treatment**

If, within the context of these guidelines, a child has injuries which require immediate treatment, the DSL / Headteacher should arrange for the child to be taken to the casualty department of the nearest hospital. They should inform the hospital that child abuse is suspected. The DSL / Headteacher must also arrange for the parents, or those with parental responsibility, to be informed as soon as possible that the child has been taken to hospital. The subsequent reporting of suspected abuse should be made to the DSL who will follow the steps described above.

No enquiries or investigations may be initiated without the authority of SPA or the Police.

## **Making a Referral to the Single Point of Access (SPA)**

Concerns about a pupil or a disclosure should be discussed with the DSL who will help decide whether a referral to SPA is appropriate. If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, then they can and should consider making a referral themselves.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the pupil.

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 pupil's situation improves.

If a pupil is in immediate danger or is at risk of harm a referral should be made to SPA and/or the Police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

SPA contact number: 020 8547 5008.

## **If a child who has experienced sexual assault asks the school not to make a referral**

If the child/young person does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The basic safeguarding principle is: 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 rape, assault by penetration and sexual assaults are crimes.

Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police. Whilst the age of criminal responsibility is ten, if the alleged instigator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach,

in these cases. Ultimately, the DSL Deputy DSL will have to balance the person affected by the behaviour's wishes against their duty to protect them and other children.

### **Notifying Parents**

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

However, if the school believes that notifying parents could increase the risk to the child the school should not seek to discuss with parent before contacting the Single Point of Access. It is legitimate to share concerns without consent when there is good reason to do so and that sharing the information will enhance the safeguarding of the child in a timely manner.

Where there are concerns about forced marriage or honour-based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

## **Guiding Principles for all Staff and Volunteers for Dealing with Disclosures-The Seven Rs**

### **The Seven R's**

The Seven R's provides staff with clear guidance on how to act in the event of a concern or disclosure: Receive, Reassure, Respond, Report, Record, Remember, Review.

#### **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 pupil, 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 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 pupil 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 pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil 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 pupil 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, contact the DDSL or most senior member of staff. If the child is at risk of immediate harm then contact SPA or the Police.

If you are dissatisfied with the response from the DSL or SAP, 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' or 'code' 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 4](#)). 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. Seek 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?

The member of staff should write up their conversation as soon as possible on the blue Safeguarding Concern Form in the child's own words. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. For physical signs of abuse, a body map can also be used. The record should be handed to the DSL.

**All** staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### **Early Help and Interagency Working**

At Bishop Perrin School we are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. In the first instance staff should discuss early help requirements with the DSL and follow the guidance in [Flowchart 3](#). Any child may benefit from early help, but at Bishop Perrin School we are particularly aware of the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory EHCP)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child
- has emerging challenging behaviours

Staff will be required to support other agencies and professionals in an Early Help Assessment (EHA). The DSL can take a case to the AfC Early Help Resilience Network meeting to get multi-agency support.

This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the Police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As part of meeting a child's needs, our Governing Board recognises the importance of sharing information between professionals and local agencies. The Data Protection Act 2018 and GDPR do not prevent 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 safeguard and promote the welfare and protect the safety of children.

We will always undertake to share our intention to refer a child to SPA with their parents and carers unless to do so could put the pupil at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with SPA on this point. [Early Help Strategy](#)

## **7 CONFIDENTIALITY, RECORD KEEPING AND INFORMATION SHARING**

All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or wellbeing. It is important that staff and volunteers tell the pupil in a manner appropriate to the pupil's age and development that they cannot promise complete confidentiality and that they may need to pass information on to other professionals to help to keep the pupil or other children safe.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a pupil to other members of staff on a need to know basis.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child, the status of

such records and when copies of these records should be passed to other agencies.

Any member of staff receiving a disclosure of abuse or noticing indicators of neglect must make an accurate record using the school's blue-coloured Pupil Safeguarding Concern Form as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. If a child displays signs of physical abuse on their body, this should be recorded on a Body Map (**see Appendix 4**). All records will be signed and dated and will include the action and advice taken, including any differences of opinion. This should be presented to the DSL.

Files and notes will be kept in a confidential place in chronological order (separate to pupil records). The Child Protection Log, SPA Referral Folder and any other child protection records are stored securely and confidentially in the Headteacher's Office in this school.

When pupils leave Bishop Perrin School, the school will ensure, where appropriate, that any confidential child protection records and/or SPA referrals are transferred to their new school, be that a new primary school or a secondary school.

Where appropriate and depending on the nature of the child protection records/SPA referral, Bishop Perrin School's DSL will make a telephone call to the new school in advance of the child transferring to speak personally to the new school's DSL about the child so support can be put in place as needed.

Where feasible and practical, child protection records and files will be delivered in person to the new school and a confirmation of receipt will be requested and retained by Bishop Perrin School. Where it is not feasible to deliver child protection files in person to the new school, the records will be double-enveloped, with the inner envelope being marked; "Confidential and for the attention of the DSL". The outer envelope will be sealed securely, plainly marked and addressed to the new school. The envelope will be sent by recorded delivery and confirmation of its receipt at the new school will be retained at Bishop Perrin School.

Once all child protection records have been transferred to a pupil's new school, Bishop Perrin School will destroy securely any original or copies of child protection files that are still with the school.

Where the destination of the child's new school is not known, Bishop Perrin School will securely retain any child protection/SPA referral records until the date of the child's 26<sup>th</sup> birthday, after which they will be destroyed securely.

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

Staff should only discuss concerns with the DSL, Deputy DSL, Chair of Governors or the Safeguarding Governor (depending on who is the subject of

the concern). That person will then decide who else needs to have the information and they will disseminate it on a need-to-know basis.

Child protection information will be stored and handled in line with [Data Protection Act 2018](#) principles. Information is:

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

[Blue Pupil Safeguarding Concern Forms](#) and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

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

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a parent to see child protection records, they should refer the request to the Headteacher. Legal advice is that parents should be able to access school records, including child protection reports before any case conferences. However, this might not be the case if the records contain confidential concerns (sexual abuse for example). The Headteacher will seek advice from Legal Services regarding any requests made by parents to see child protection records.

It is understood that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

## **Sharing information**

Bishop Perrin School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with [Working Together to Safeguard Children](#) (2018) and share information between professionals and agencies where there are concerns. [The Data Protection Act](#) does not prevent school staff from sharing information with relevant agencies, where that information

may help to protect a child. Further guidance can be found at: [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.](#)

The school will only share information regarding suspicions and concerns with another school when formal action has already commenced over them. Suspicions and concerns may be shared verbally, but written concerns about suspicions will not be passed on. This is because they could be viewed as malicious and vindictive if anything arose as an outcome of the suspicions being shared and they were found to be unjustified.

## **8 SUPPORTING PUPILS**

It is the responsibility of the DSL to ensure that the school is represented at, and a report is submitted to child protection conferences, child in need meetings, strategy meetings, core group meetings, and looked after children reviews.

Whoever attends should be fully briefed on any issues or concerns. The school will commit to regular liaison with other professionals and agencies who support families and a commitment to honest and open communication with families. There is a recognition of the additional vulnerability of children with disabilities or special needs, and that children may become vulnerable due to matters of concern in the home environment: domestic abuse, mental health concerns or substance use.

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

- The content of the curriculum;
- Well trained staff and volunteers, who are conversant with research, practice and procedures to promote children's welfare and keep them safe, both at home and in the community.
- The school's [Vision, Aims and School Values](#) which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school [Behaviour Policy](#) which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- An effective whole school policy against bullying and that there are measures in place to prevent all sorts of bullying amongst pupils;
- Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology service

If a child leaves and the new school is not known, the Educational Welfare Service will be alerted so that the child can be included on the database for

missing pupils. If a parent or carer reports that a child has moved to a new school, we will remove the child from the school roll once we have received confirmation that the child has been placed elsewhere by their new school and the Educational Welfare Service.

## **9 PROTECTING CHILDREN IN SCHOOL**

### **Early Years Foundation Stage**

As an early years provider delivering the Early Years Foundation Stage (EYFS), Bishop Perrin School aims to meet the specific safeguarding and child protection duties set out in the [Childcare Act 2006](#) and related statutory guidance.

The school will ensure that children taught in the Reception class are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

Please see the school's [Online Safety Policy](#) for guidance regarding the use of mobile phones and digital cameras within the school setting.

All safeguarding policies listed in this policy will apply equally to children in our Reception class. Our Reception Class staff will follow the child protection procedures set out in this policy.

### **Safeguarding in the School Curriculum**

The school ensures that pupils are taught about safeguarding, including how to stay safe online, as part of a broad and balanced curriculum. In particular the PSHE strand of the curriculum has an emphasis on developing positive relationships in our RSE teaching. This builds confidence and resilience in pupils to ensure their protection and that of other pupils. Our PSHE curriculum covers topics which include;

- family and friendships,
- positive relationships
- personal safety
- online safety
- self-esteem and body confidence
- bullying
- healthy relationships
- consent
- county lines
- peer pressure
- radicalisation and extremism
- FGM
- drugs and alcohol
- attitudes and values,
- personal and social skills

This supports all young people to be happy, healthy, and successful and equips them for life in modern British society. Please see our [PSHE Policy on the school website](#) for further information.

In addition to the above, there may be occasions when outside agencies (such as the School Nurse, the NSPCC, the Police, etc) may support the delivery of safeguarding issues. Topics that are covered during lessons include: Personal safety, stranger danger, road safety, fire safety, safe walking, road safety, cycling proficiency, positive relationships, self-esteem, drugs and alcohol, Child Sexual Exploitation, radicalisation and extremism, sexting and bullying (including cyber bullying).

### **Relationships and Sex Education (RSE) Policy**

The school's [RSE Policy \(which can be found on the school website\)](#) explains the framework in which children are taught about developing healthy relationships, consent and similarities and differences. Children are supported in their learning and understanding of RSE in a progressive curriculum that begins in Reception.

### **Behaviour, Anti-Bullying, Exclusions and Physical Intervention**

Bishop Perrin School has a [Behaviour, Anti-bullying, Exclusions and Physical Intervention Policy](#) which sets out how the school deals with incidents of poor behaviour, bullying, including cyber bullying. It also explains that behaviour that is identified as prejudiced based and discriminatory bullying (racist, homophobic, gender related, or SEND related) will not be tolerated. We keep a record of all bullying incidents and we send notification of racist bullying incidents to the Local Authority. The subject of bullying is covered in our PSHE curriculum and Worship Theme Planner so that children are aware of the impact of bullying behaviour on others.

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. Every incidence of bullying should be reported and will be dealt with in line with the school's Behaviour, Anti-Bullying and Exclusions Policy.

On joining the school, every parent is signposted to the school's Behaviour, Anti-Bullying, Exclusions and Physical Intervention Policy on the school website. The subject of bullying is addressed at regular intervals through the Personal, Social and Health Education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and/or the DSL will consider implementing child protection procedures.

### **Child on child Abuse**

All staff are aware that children can abuse other children, both inside and outside of school, and it can take many forms. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Bullying undermines confidence and causes misery and distress. It can affect a child or young person's attendance and progress at school. It can also have a detrimental impact on a child's mental health. Fear,

isolation, anxiety and diminished self-esteem can lead to self-harm, depression and suicidal thoughts or actions. Research has shown that children who are bullied and/or bully others are more likely to suffer from mental health issues. The rise of cyberbullying is a frequent cause of emotional disturbance in children and young people. Cyberbullying is insidious; technology enables perpetrators to have the power to reach their targets 24 hours a day, seven days a week. Child on child abuse can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying); racist, homophobic, transphobic abuse,
- abuse within intimate partner relationships;
- physical abuse,
- sexual violence and sexual harassment; consensual and non-consensual,
- sharing of nudes and semi-nudes 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 (is a criminal offence under Voyeurism Offences Act 2019),
- initiation/hazing type violence and rituals

Child on child abuse is specifically referenced in [Keeping Children Safe in Education](#). An early response is required in addressing inappropriate behaviour (even when it appears to be relatively innocuous). The school will work with perpetrators and liaise with parents to address behaviour with a view to intervene early to prevent problematic, abusive and violent behaviour in the future.

Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

See [SPECIFIC SAFEGUARDING ISSUES](#) for school procedures on Sexual Harassment and Sexual Violence

All staff are aware of our Online Safety Policy and Acceptable Use Policies (AUPs) regarding online and cyber bullying. Further information can be obtained from Achieving for Children Education Services Online Safety Lead.  
[MARVE / MASE Protocol](#)

### **Creating a supportive environment in school and minimising the risk of child on child abuse**

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where those who have been harmed feel confident in reporting incidents. To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent-our PSHE and RSE lessons cover the topics of; consent, body

confidence and self-esteem; healthy relationships and respectful behaviour towards others

- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure those who have been harmed that they are being taken seriously

We will ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
  - ✓ Children can show signs or act in ways they hope adults will notice and react to
  - ✓ A friend may make a report
  - ✓ A member of staff may overhear a conversation
  - ✓ A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

## **Reporting Systems for our Pupils**

Where there is a safeguarding concern, we will take the child’s wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we will:

- Reassure pupils that they will be listened to and their concerns acted upon seriously and with a proper investigation
- Let pupils know that they can report their concerns confidently to any member of staff. The member of staff spoken to by a pupil will take their concerns seriously and escalate the concern to the appropriate member of staff who has the authority to deal with the allegation
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Update and keep the pupil who has raised the concern informed and updated about next steps. If the allegation is founded, the child who has been harmed will be informed of the sanctions put in place with regards the perpetrator

- Where the allegation is proved to be true, take the child who has been harmed wishes regarding the perpetrator's proximity to them within the school into account
- Pupils can use the Child Exploitation and Online Protection (CEOPs) reporting link on the school's website to report online abuse (including sexual abuse): <https://www.bishopperrin.richmond.sch.uk/> and <https://www.bishopperrin.richmond.sch.uk/>

## **Physical Intervention**

With regards to physical intervention between a pupil and a member of staff, it will always be as a last resort. Calming and defusing behaviour management strategies will always be used first to de-escalate a violent or aggressive incident. Physical restraint will only be used as a last resort in situations where calming and defusing strategies have failed to de-escalate the situation and when a child is endangering themselves, others or property, and that at all times it must be the minimal force necessary to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained. All incidents involving physical intervention will be recorded and signed by a witness. Staff at Bishop Perrin School follow physical intervention strategies in line with those taught through [Team Teach](#).

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'safe practice' guidance to ensure they are clear about their professional boundaries.

If there is information to suggest that a child is likely to behave in a way that may require physical control or restraint, a risk assessment is undertaken. ([Please see Appendix 5](#) and the Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy).

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures, as laid out in the Staff Code of Conduct.

## **Exclusions**

Only the Headteacher or an Acting Headteacher can exclude a pupil from school. The Headteacher will follow advice and guidance as laid out in the Behaviour, Anti-Bullying, Exclusions and Physical Intervention Policy and from AfC.

## **Media Recordings, Audio, Image and Video (including digital files)**

Media recordings are taken to capture curriculum activities and wider activities such as celebrations or festivals. We have separate guidelines that must be followed when making video recordings on our premises or as part of wider activities elsewhere e.g. school trips:

- Written consent must be obtained from parents prior to any video recording on image capture published on the school website / social media or in the press.
- Use only the child's first name with an image;
- Ensure that children are appropriately dressed; and

- Encourage children to tell us if they are worried about any photographs that are taken of them
- Staff can take media recordings to support educational aims but must follow policies, in respect sharing, distribution or publication. Media images should be taken on school equipment unless there is prior agreement with the Headteacher
- All media recordings or images will only be stored, edited or archived onto school systems and equipment unless there is prior agreement with the Headteacher
- Pupils are not allowed to use mobile devices whilst on school grounds and are not allowed to take them on residential school journeys. There is therefore no grounds for pupils to take, use, share or publish or distribute media recordings of others without their consent.
- Parental consent is required for photographs to be taken or published (for example, on our website or in newspapers or publications).

[See the school's Online Safety Policy on the school website.](#)

The school follows guidance as laid out in:

[Searching, screening and confiscation](#) and [Sexting in school and colleges](#)

## **Online Safety and Use of Social Media**

Our Staff Code of Conduct, [Online Safety Policy](#), and Staff Acceptable Use Policy make clear what standards are expected of anyone who works for us and uses social media. It also explains what actions will be taken when it is considered a member of staff may have breached these policies. The policy covers social media use: on behalf of school; as part of working with children; in their wider professional work; and in their personal life.

Our [Online Safety Policy](#) is framed within Keeping Children Safe in Education and we have a whole school approach which allows us to protect our community and educate our pupils on safer use of technology. Cyberbullying and 'sexting' by pupils will be treated as seriously as any other type of bullying and will be managed through our policies.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

The school follows advice and guidance with its [Online Safety Policy](#) and Acceptable Use Policies for pupils, staff, Governors and visitors to the school,

along with accessing training and resources from the London Grid for Learning (LGfL) online safety website; <https://www.lgfl.net/online-safety/>

Bishop Perrin School will do all that it reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the school has appropriate filters and monitoring systems in place.

Whilst it is essential that schools have appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

The school's [Online Safety Policy](#) explains how we try to keep children safe in school. Cyber-bullying by children and adults via texts and social networks will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

In addition to the [Online Safety Policy](#), children will be informed of the dangers of technology and how to keep safe on the internet through the delivery of Computing lessons, PSHE lessons and [Relationships and Sex Education \(RSE\) lessons](#). The school will follow guidance as laid out in the DfE's [Teaching Online Safety In School](#). The school also shares regular updates to parents, via email and the school newsletter, online safety information from websites such as: [Thinkuknow](#), [London Grid for Learning](#) and [NSPCC](#)

The [Online Safety Policy](#) gives guidance on the use of mobile technology (phones and cameras) by staff and parents inside and outside of school. Guidance is also given to staff via the school's Staff Code of Conduct and Safer Working Practice Agreement, which is read and signed against by staff annually.

### **Supporting Parents and Carers with Online Safety**

We work with parents and carers to raise awareness of online and digital safety, encouraging and including them to raise awareness of keeping children safe online at home. The school regularly shares online safety information with parents and offers workshops for them to attend. [The school website has a comprehensive Online Safety page with advice and guidance for parents.](#)

### **Education at Home Using Online Learning Platforms**

Where children are being asked to learn online at home the school follows guidance from the DfE which has provided advice to support schools do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

## **Medical Needs, First Aid and Intimate Care**

Bishop Perrin School is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school. All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils.

The school's approach to intimate care has been developed to safeguard children and staff and is in accordance with the Equality Act 2010. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'safe practice' guidance to ensure they are clear about their professional boundaries when providing intimate care to children. Intimate care can be defined as any care which involves washing, touching or involving a process of personal care.

The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

Some pupils may need support with intimate care due to their developmental stage, physical challenges or other special needs e.g. continence, menstrual management, washing, toileting or dressing. Pupils have intimate care written into their Education Health Care Plans (EHCP) as required. The following points will be followed:

- Staff involved with intimate care are aware of their roles and the requirements associated with the safeguarding and health and safety that involved with supporting children.
- Staff should recognise best practice in infection control, including the need for disposable gloves and aprons where appropriate.
- Parents will be informed on the same day if their child has had an intimate care incident e.g. wetting or soiling and this is communicated confidentially to parents in person or through a school letter
- Individual staff members will inform another member of staff if they are assisting a pupil with intimate care needs alone.
- Child protection procedures will be adhered to and we recognise that pupils with special educational needs are vulnerable to all types of abuse.
- Staff will work in close partnership with parents /carers and other professionals to ensure continuity of care.

[Further information can be found in our Medical Needs, First Aid and Intimate Care Policy on the school website](#)

## **Pupils with a Social Worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

## **Looked After Children and Previously Looked After Children (LAC and PLAC)**

The most common reason for children becoming looked after by the Local Authority is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status (for example, who has parental responsibility, who is not permitted to have contact, who is not permitted to know where the child is being educated, whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. In addition it will be established what level of authority is delegated by the caring authority to the carer.

The Designated Teacher for Looked After Children at Bishop Perrin School is; **Adrian Corke**.

The Designated Governor for children looked after is **Mrs Lucy James**.

The Designated Teacher will:

- promote a culture of high expectations and aspirations for how LAC and previously looked after learn
- make sure LAC have a voice in setting learning targets
- have lead responsibility for the development and implementation of all LAC Personal Education Plans (PEPs) within the school
- ensure that the Pupil Premium Plus funding for LAC is appropriately allocated to meeting the aspirational objectives in the PEP
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that the children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- works in partnership with the Social Work team of the home Local Authority around any safeguarding concerns and placement stability issues.

### [Role and responsibilities of the designated teacher](#)

The Designated Teacher has attended appropriate training and ensures that the school has the up to date details of the allocated social worker/personal adviser (care leavers) and the Virtual School Headteacher in the Local Authority that looks after the child.

Details of the AfC Virtual School can be found at: [AfC Virtual School](#)

## **Attendance Policy**

We ensure all pupils attend school regularly and act swiftly to address any non-attendance and persistent absence in line with our [Attendance Policy which can be found on the school website](#)

## **Collection of Children at the End of the School Day**

At the start of each new school year parents are requested to inform the school of the names of adults that, along with themselves, are allowed to collect their child at the end of the school day (for example Grandparents or a family friend). Class teachers compile a list of the adults with permission to collect children ("Going Home List") and they will only release a child to the child's parent or to an adult who has been given permission to collect by the child's parent.

If a parent wishes for their child to be collected by an adult who is not on the Going Home List, they need to notify the school in advance, giving the name of the adult who is collecting their child. If a parent wishes to make a change to the names of the additional adults who are allowed to collect their child, they should either complete the appropriate form (which is available in the School Foyer) or send an email to the School Office notifying them of the change.

In the event that a parent, due to domestic violence or court proceedings, is not allowed to collect their own child after school, parents must inform the school and share the relevant paperwork, of which the school will keep a copy to be held on file.

Class teachers will be informed if a parent is prevented from collecting their own child by the DSL and they will not release the child to the barred parent. A note will be made on the Going Home List that the child is not to be released to the barred parent. If the barred parent arrives on site to collect their child, the class teacher will bring the child to the school offices and inform a senior member of staff about the situation.

In the event of a supply teacher dismissing children at the end of a school day, they will be provided with the Going Home List and be made aware of any children who are not to be collected by a barred parent.

## **Procedures for Uncollected Children**

At the start of each new academic year, the school requests from parent's emergency contact numbers in the event that they need to be called. Along with contact numbers for parents, the school requests additional emergency contacts in case parents are uncontactable when called.

In the event of a child not being collected at the end of the school day, the child will remain at School if they are not collected and their Class Teacher will try to contact the parent/carer using the available telephone numbers. If the parent/carer is not contactable, any additional emergency contacts will be called. In the event that contact with parents and emergency contacts cannot be established and the child remains uncollected then the Class Teacher will advise a senior member of staff. If the parent/carer or other family member with parental

responsibility cannot be contacted by 4pm, the school will contact SPA. It is possible that the Police may be contacted.

In exceptional circumstances, it may be necessary for a child to be taken from school to another appropriate venue (by a named contact/relative/friend) while the parent/carer is being located. SPA will make further enquiries to identify any possible alternative venue for interim care of the child until the parent/carer is contacted.

Parents will be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- Placing a member of staff from any agency at risk.

If non-collection or late collection is a regular occurrence, early help will be offered by the school in the first instance through a formal meeting with parents. If the situation does not improve a referral to SPA may be considered if a wider picture of neglect is emerging.

### **Extended School and Off-Site Arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures. When our pupils attend off-site activities and residential trips, we will ensure that effective child protection arrangements are in place including adequate risk assessments. Staff attending any day trips or residential over-night trips are not allowed to consume alcohol at any time.

### **Alternative Provision**

Where schools contract with an alternative provider, the school continues to be responsible for safeguarding. When alternative arrangements are made parents must be made aware of the provision, who the child will report to on the first day of school and opening and closing times.

## **10 SPECIFIC SAFEGUARDING ISSUES**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [bullying including cyberbullying](#)
- [children missing education \(CME\)](#)
- [domestic violence](#)
- [drugs](#)

- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [forced marriage](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [missing children and adults strategy](#)
- [private fostering](#)
- [radicalisation](#)
- [sexting](#)
- [trafficking](#)

## **Children Who May Be Particularly Vulnerable**

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; an individual child's personality, behaviour, disability, mental and physical health needs; and family circumstances.

Children who are lesbian, gay, bi or trans (LGBT), or are perceived to be, can be targeted by other children. These children have their vulnerability compounded when there is a lack of a trusted adult they can speak to.

Therefore, Bishop Perrin School staff will endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

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

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence, parental mental health needs or adult learning disability
- asylum seekers
- looked after by the local authority or otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living away from home
- living transient lifestyles
- have poor attendance
- have been missing from education
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- already perceived as a 'problem'
- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

## Contextual Safeguarding

The focus of contextual safeguarding and exploitation (CS&E) is implementing child safeguarding practices into community spaces to ensure that children are protected from the harm they experience outside of the family home. This focus moves beyond just assessing parenting capacity to safeguard a child at home, to assessing the impact of peer groups and community spaces (schools and neighbourhoods) on a child's safety and wellbeing outside the home.

Contextual Safeguarding 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.

**All** staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school, outside of the family and in places and spaces within the local area. All staff, and the DSL will consider the context within which such incidents and/or behaviours occur and whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Bishop Perrin School will maintain records of concerns about extrafamilial harm in the same way as other concerns are recorded and in accordance with our safeguarding procedures. Concerns relating to significant harm and extrafamilial harm will be referred by the DSL to the Single Point of Access Team

There is a multi-agency operational panel run in Kingston and Richmond where referrals of concern regarding exploitation or extra familiar harms are regularly reviewed called the MARVE (Multi-Agency Risk and Vulnerability to Exploitation). Referrals can be made for children to via SPA. Referrals relate to Child Criminal Exploitation, Child Sexual Exploitation (CSE) Harmful Sexual Behaviour (HSB), Trafficking, County Lines, Modern Day Slavery, Children Missing Education (CSE), Serious Youth Violence and Radicalisation. Safety plans are then made for the child / children, which should be shared with schools.

[Contextual safeguarding](#)  
[KRSCP guidance to MARVE / MASE](#)

## Identified Areas of Particular Risk for our School

Our school considers risks outside our school premises to ensure children are safe and protected. We consider the following:

- That the school is situated on a busy road and we undertake safe walking, safe scooting and cycle awareness training for children
- That appropriate adult supervision is in place for the safe walking to other local schools to access their sports facilities.
- That parents are regularly reminded to park carefully and considerately in the morning and afternoons.
- Turing House Secondary School is located approximately 200m from the school. The impact of this is that there is increased traffic in the morning around drop-off time at Bishop Perrin School and at the end of the day, the

possibility of older children from Turing House interacting with Bishop Perrin pupils

## **Sexual Violence and Sexual Harassment**

Staff are aware that child on child sexual violence and harassment could happen at Bishop Perrin School. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. As a school we are clear that sexual violence and sexual harassment is not acceptable, that we will take a zero-tolerance approach to incidents of sexual violence and sexual harassment and that it is not an inevitable part of growing up. Sexual violence and/or sexual harassment will not be dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. We will challenge inappropriate behaviour such as grabbing bottoms, breasts and genitalia and lifting up skirts because to do so risks normalising them.

Sexual violence and sexual harassment can occur between two pupils of any sex. They can also occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. However, this is not always the case and boys can also be victims of sexual violence and harassment and girls can be perpetrators.

A dedicated NSPCC helpline is available to support anyone who has experienced sexual abuse in educational settings or has concerns about someone perpetrating sexual abuse and harassment. The dedicated NSPCC helpline number is 0800 136 663 and more information is available at: [Dedicated helpline for victims of abuse in schools NSPCC](#).

Pupils can use the Child Exploitation and Online Protection (CEOPs) reporting link on the school’s website to report an incident of including sexual abuse: <https://www.bishopperrin.richmond.sch.uk/> and <https://www.bishopperrin.richmond.sch.uk/>

In addition to the above reporting mechanisms, pupils are able to speak, in confidence, to a member of staff if they have been the victim of sexual violence or sexual harassment. Any disclosure will be shared with the DSL.

If pupils do not wish to speak directly to a member of staff then they can write a note about what has happened and place it in a secure “Worry Box”. As long as the pupil identifies themselves on the written note, the disclosure will be followed up by a member of staff/DSL.

Bishop Perrin School recognises that the following pupils can be especially vulnerable to sexual violence and sexual harassment:

- Children with Special Educational Needs and Disabilities (SEND)
- Pupils who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

All staff are aware that sexual violence does happen and the fact that children can, and sometimes do, abuse their peers in this way. They understand that it can happen both inside and outside of school. Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here**'. Bishop Perrin School will respond appropriately to all reports and concerns of sexual violence, including those outside the school and or online. Bishop Perrin School will ensure that individuals who are impacted by sexual violence or harassment are taken seriously and offered appropriate support.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**Consent:** Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as: deliberating brushing against someone, non-consensual touching, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos, inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be stand alone, or part of a wider pattern of sexual harassment and/or sexual violence

## **Responding to a Report/Allegation of Sexual Violence/Harassment**

Any child or member of staff who reports that they have been sexually harassed or have been impacted by sexual violence and/or harassment will be assured that their disclosure/report will be taken seriously, that they will be supported and kept safe.

The school will make decisions 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.

### [When to call the police](#)

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect both 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.

Bishop Perrin School will ensure that all incidents and concerns regarding sexual harassment will be recorded by the school through the safeguarding concern form and the school's Management Information System (Integris), whether the incident took place in the school or outside the school. A plan will be put in place that takes account of the nature and type of incident reported on by the pupil with consideration of the:

- the individual/s impacted by the behaviour, especially their protection and support
- the alleged instigator of the behaviour
- all the other children (and, if appropriate staff) at the school, especially any actions that are appropriate to protect them
- incidents of sexual harassment will be reported through the annual review of safeguarding to the Local Safeguarding Partnership.

Staff who have been impacted by sexual harassment and/or violence should speak to the Headteacher or Deputy Headteacher. If the Headteacher is the instigator of the sexual harassment/violence, then the member of staff must report it to the Chair of Governors.

If a child makes a disclosure of sexual harassment/violence to a member of staff, then the member of staff should follow these safeguarding practices:

- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the DSL) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it.
- It is important that the individual impacted by the behaviour understands what the next steps will be and who the report will be passed to;
- Recognising that a child is likely to disclose to someone they trust: this could be anyone on the school.

- The member of staff the disclosure is made to should be supportive and respectful of the child; listen carefully to the child, be non-judgmental, be clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying.
- It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- Where the report includes an online element, being aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools). The key consideration is for staff not to view or forward illegal images of a child.
- Informing the DSL or DDSL as soon as practically possible, if the DSL/DDSL is not involved in the initial report.

## **Risk Assessment**

When there has been a report of sexual harassment/violence, the DSL/DDSL should make an immediate risk and needs assessment. The risk and needs assessment should 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 the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged instigator or from future harms.
- the time and location and any action that can make it safer

## **Options to Manage a Report of Sexual Harassment/Violence**

The school will consider every report on a case-by-case basis and will follow one of these four possible options to deal with it:

- Manage internally-by utilising the school's Behaviour Policy and pastoral support, the school will deal with one-off incidents internally whilst ensuring all aspects of decision making are recorded and if necessary, advice is sought from SPA/the Police.
- Early help-if it is decided that statutory interventions are not required, then early help might be appropriate utilising a multi-agency approach. Providing early help is more effective in promoting the welfare of children than reacting

later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

- Referrals to children's social care-where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to SPA. When making a referral to SPA, it might be appropriate to inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of SPA. If a referral is made, SPA will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Reporting to the Police-any report to the police will generally be in parallel with a referral to SPA. Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the Police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

[Sexual Violence and Sexual Harassment DfE 2021](#)

## **Harmful Sexual Behaviours (HSB)**

Children and young people typically display a range of sexualised behaviours as they grow up. However some may display problematic or abusive sexualised behaviour. This is harmful to the children who display it as well as the people it's directed towards.

Everyone who works or volunteers with children should be able to distinguish developmentally typical sexual behaviour from sexual behaviours that are problematic or harmful. Therefore, in line with guidance from the Kingston and Richmond Safeguarding Children Partnership to ensure consistent local practice, Bishop Perrin School will use the [Hackett Continuum](#) as a means of identifying levels of concern regarding HSB. Further guidance about using the Hackett Continuum can be found on the NCPCC webpage [Understanding sexualised behaviour in children](#)

Additional diagnostic tools and guidance can be sought from the [Brook Traffic Light Tool](#) and [Beyond Referrals Toolkit](#)

The school has access to advice and guidance for professionals via the [Harmful Sexual Behaviours Support Service](#). The service is available from 8am - 8pm Monday - Friday and the contact telephone number is: 0344 225062.

Children's sexual behaviours exist on a wide continuum, starting from a green RAG-rating of developmentally typical (normal), moving to an amber RAG-rating of problematic (inappropriate) and then a red RAG-rating of harmful (abusive and/or violent). The NSPCC's lays out the following descriptors for the Hackett Continuum:

### **Developmentally typical (green) sexual behaviours:**

- ✓ is developmentally expected and socially acceptable
- ✓ is consensual, mutual and reciprocal
- ✓ involves shared decision making.

### **Inappropriate and/or problematic (amber) behaviours:**

#### **Inappropriate behaviour**

- ✓ Single instances of developmentally inappropriate sexual behaviour.
- ✓ Behaviour that is socially acceptable within a peer group but would be considered inappropriate outside that group.
- ✓ Generally consensual and reciprocal.
- ✓ May involve an inappropriate context for behaviour that would otherwise be considered normal.

#### **Problematic behaviour**

- ✓ Developmentally unusual and socially unexpected behaviour.
- ✓ May be compulsive.
- ✓ Consent may be unclear and the behaviour may not be reciprocal.
- ✓ May involve an imbalance of power.
- ✓ Doesn't have an overt element of victimisation.

### **Abusive and/or Violent (red) behaviours:**

#### **Abusive behaviour**

- ✓ Intrusive behaviour.
- ✓ May involve a misuse of power.
- ✓ May have an element of victimisation.
- ✓ May use coercion and force.
- ✓ May include elements of expressive violence.
- ✓ Informed consent has not been given (or the victim was not able to consent freely).

#### **Violent behaviour**

- ✓ Physically violent sexual abuse.
- ✓ Highly intrusive.
- ✓ May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator.
- ✓ May involve sadism.

The context for identifying where an incident of sexualised behaviour sits on the continuum is very important. For example, the same behaviour but in different contexts will feature on different parts of the continuum:

- ✓ A toddler touching their own genitals would be considered developmentally typical

- ✓ A nine year old child touching their genitals absent-mindedly a lot in public, despite many reminders of its inappropriateness would be considered problematic
- ✓ A fourteen year old displaying their genitals in public would be considered harmful

Harmful sexual behaviours refer to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. It is likely that a child who is exhibiting red/harmful sexual behaviours is or has experienced abuse (sexual, physical, emotional, neglect) and/or has been exposed to pornography. Examples of safeguarding issues against a pupil could include:

- physical abuse: violence, particularly pre-planned, forcing others to use drugs or alcohol
- emotional abuse: blackmail or extortion, threats and intimidation
- sexual abuse: indecent exposure, indecent touching or serious sexual assaults, forcing others to watch pornography or take part in sexting
- sexual exploitation: encouraging other children to attend inappropriate parties, photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence. What to do:

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a *safeguarding* concern the DSL should be informed for further decision making using the beyond referrals model.

Harmful sexual behaviours will be considered in a child protection context. Bishop Perrin School recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support if deemed appropriate.

The PSHE and RSE curriculum covers the following issues according to the age and stage of development of the pupils:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- consent
- that sexual violence and sexual harassment is always wrong

[NSPCC Harmful Sexual Behaviours](#)

### **Unsubstantiated, unfounded, false or malicious reports**

If a report is determined 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 social care may be appropriate.

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual according to our Behaviour Policy.

## **Youth Produced Sexual Imagery (Sexting)**

Bishop Perrin School will act in accordance with advice endorsed by DfE [Sharing nudes and semi-nudes: how to respond to an incident](#)

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the children involved. Children who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising children unnecessarily. Bishop Perrin School will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a sharing nudes and semi-nudes issue in relation to a device in the possession of a pupil (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice "[Searching, screening and confiscation: advice for schools](#)" (DfE July 2022)

Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the Imagery' below).

The DSL will discuss the concerns with appropriate staff and speak to the children involved as appropriate. Parents and carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the children at risk of harm. If, at any point in the process, there is concern that a child has been harmed or is at risk of harm a referral will be made to SPA and/or the police immediately.

The Police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by children. These include possible adult involvement or criminal or abusive behaviour by children such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a child who is pictured.

Aggravated incidents of sexting will be referred to AfC's Single Point of Access for advice about whether or not a response by the Police and/or children's social care is required. This will facilitate consideration of whether:

- there are any offences that warrant a police investigation
- child protection procedures need to be invoked
- parents and carers require support in order to safeguard their children
- a multi-agency sexual exploitation (MASE) meeting is required
- any of the perpetrators and/or victims require additional support, this may require the initiation of an early help assessment and the offer of early help services.

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of children (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of children by one or more other pupils to create and share indecent images of themselves
- pressure applied to a number of pupils (eg, all female pupils in a class or year group) to create and share indecent images of themselves
- pressurising a child who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of children to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the child's developmental stage or are violent
- sharing of indecent images places a child is at immediate risk of harm, for example the child is presenting as suicidal or self-harming

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the school is able to contain the situation in partnership with all parents of the children involved, arrange for the parents to ensure that all indecent images are deleted and that the children involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will consult with the Police and the Single Point of Access to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

### **Viewing the Imagery**

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery. Any decision to view imagery will be based on the DSL's professional judgement. 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 (it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the child or parent in making a report
- is unavoidable because a child has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL will:

- never copy, print or share the imagery; this is illegal
- ensure viewing takes place with another member of staff present in the room, ideally the Deputy DSL or a member of the Senior Leadership Team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school premises, ideally in the Headteacher's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the child in the imagery
- record the viewing of the imagery in the pupil's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

### **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 services to limit any further sharing of the imagery.

### **Child Sexual Exploitation (CSE)**

**All** staff are aware child sexual exploitation and child criminal exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Other indicators can be:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant

The information above should be used to support a referral when there is a concern that a child or young person is being sexual or criminally exploited. A referral to the SPA will be made and if a child is in immediate danger the police will be called. Child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- may occur without the child's or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- the abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse

All young people are at risk from online exploitation, and can be unaware that this is happening. Online exploitation includes the exchange of sexual communication or images and can be particularly challenging to identify and respond to. Children, young people and perpetrators are frequently more familiar with, and spend more time in, these environments than their parents and carers.

Online child sexual exploitation allows perpetrators to initiate contact with multiple potential victims and offers a perception of anonymity. Where exploitation does occur online, the transfer of images can be quickly and easily shared with others which makes it difficult to contain the potential for further abuse.

### **Children May be Perpetrators of Abuse**

It must be recognised that children may also be perpetrators of abuse, sometimes at the same time as being abused themselves.

### **Links to Other Kinds of Crime**

- Child trafficking
- Domestic abuse
- Sexual violence in intimate relationships
- Grooming (including online grooming)
- Abusive images of children and their distribution
- Drugs-related offences
- Gang-related activity
- Immigration-related offences
- Domestic servitude

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the

activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

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

## **Consent**

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child. Consent is taught through our PSHE curriculum

[Child sexual exploitation definition and guide](#)

## **Children Missing Education (CME)**

All staff recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with AfC when patterns of absence give rise to concern.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. We will ensure, where possible that we have more than one emergency contact number for each pupil. This will give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Our [Attendance Policy](#) details the steps the school takes in the event that a child does not attend school without notification from parents/carers. The school operates in accordance with statutory guidance 'Children Missing Education' (DfE 2016).

The law requires all schools to have an admission register and an attendance register. Attendance is monitored closely and we work in partnership with AfC when patterns of absence give rise to concern.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;

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

The Local Authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

At Bishop Perrin School, if we have been provided with a forwarding address and confirmation of the new school for the child in question, then we will notify the Admissions Department. If we do not have a new address or contact details of the new school the child's papers need to be sent to then we will make a referral to SPA for the attention of Educational Welfare.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

See the school's Attendance Policy regarding the home schooling of pupils.

[Children Missing Education Statutory Guidance](#)  
[Local Guidance](#)

### **Children with Special Educational Needs and Disabilities (SEND)**

Pupils with SEND can face additional safeguarding challenges. Our Safeguarding and Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation and bullying than other children.
- The potential for children with SEND being proportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers
- Cognitive understanding barriers-for example, being unable to differentiate from fact and fiction in online content

To address these additional challenges our school will provide additional academic and pastoral support for pupils with SEND. The school always aims to work in partnership with parents and carers to identify any issues and implement plans and strategies to support the child.

### **Additional Vulnerabilities for Pupils with SEND**

All staff are aware that additional barriers can exist when recognising abuse and neglect for children with SEND. Children can be disproportionately impacted by bullying without any outwardly presenting signs. Careful consideration is required regarding assumptions that indicators of possible abuse and neglect (e.g. behaviour, mood, injury) relate to the child's disability without further exploration. The DSL, Inclusion Leader and the Behaviour Lead liaise to ensure the DSL has oversight of any other issues the child or young person is experiencing, and ensures that these are included in any decision making. [Special Educational Needs DfE 2015](#)

### **Children Who Run Away or go Missing from Home or Care**

All staff recognise that children who run away or go missing - and are thus 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 AfC or another relevant local authority, Bishop Perrin School will facilitate return home interviews, 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 in the school or college site for the interview to take place. [Missing Protocol](#)

### **Children with Family Members in Prison**

Bishop Perrin School recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children.

### **Child Trafficking and Modern Slavery**

Human trafficking, is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern-day slavery, as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the United Kingdom. Staff at Bishop Perrin School are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to the Single Point of Access as appropriate.

### **Types of Modern-Day Slavery**

Examples of industries and services where slavery exist in the UK today, the victims of which include children and young people are (with examples):

- 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 child minding
- additionally, victims can be forced into criminal activities such as cannabis production, theft or begging

Modern day slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought to the UK from overseas or vulnerable people in the UK being forced illegally work against their will. Children and young people have an increased vulnerability to slavery. Poverty, limited opportunities at home, lack of education, unstable social and political conditions, and war are some of the situations that contribute to trafficking of victims and slavery.

Slavery can be linked to several safeguarding issues, including child sexual exploitation, but normally includes at least one of the following specific situations:

- Child trafficking: young people being moved internationally or domestically so that they can be exploited.
- Forced labour: victims are forced to work through physical or mental threat, against their will, often very long hours for little or no pay, in conditions that can affect their physical and mental health. They are often subjected to verbal or physical threats of violence against them as individuals or their families.
- Debt bondage: victims forced to work to pay off debts that they will never be able to. Debts can be passed down to children. Extreme examples include where a victim may be owned or controlled by an 'employer' or sold as a commodity.

Possible signs and indicators that someone is a victim of modern slavery that anyone working with children and young people should be aware of include:

- physical appearance: poor physical condition, malnourishment, untreated injuries, and looking neglected
- isolation: victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. they may not interact and be unfamiliar in their local community
- poor living conditions: victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address or premises
- personal belongings: few possessions, wearing the same clothes each day, and no identification documents
- restricted freedom: victims have little opportunity to move freely and may be kept from having access to their passport
- unusual travel times: victims may be dropped off or collected from work on a regular basis either very early or late at night
- reluctant to seek help: victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report should they be deportation or fear of violence on their family

If a member of staff suspects that a pupil may be a victim they will, in the first instance report their concerns to the DSL. The DSL will seek advice and support from the Single Point of Access 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 0121 700.

### **County Lines: Child Criminal Exploitation**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in County Lines are missing episodes.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- denial of service (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a pupil in this area, the DSL (or a deputy) will consider referring into the [Cyber Choices](#) programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety. Additional advice can be found at: [National Cyber Security Centre](#) [When to call the police](#)

## **Domestic Abuse**

The cross-government definition of domestic violence and abuse is:

*Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.*

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

**All** Staff are aware that any concerns regarding domestic abuse should be raised with the DSL. Violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Bishop Perrin School acknowledges that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. A child may witness or be involved in one incident of domestic abuse or be exposed to multiple incidents. Being exposed to domestic violence can have a detrimental long-term impact on a child's health, wellbeing, development and ability to learn.

To be able to support children at Bishop Perrin School, the school is registered with the [Metropolitan Police's Operation Encompass](#). The purpose of Operation Encompass is to notify the school if a pupil has been present when a domestic abuse incident has occurred and the police have been called. If this happens, then the Metropolitan Police will notify the school's Designated Safeguarding Lead that such an incident has occurred. This will enable the school to be aware of what the pupil has been involved in/exposed to and offer the appropriate support to the pupil as necessary.

## **Extra Familiar Harm**

Harm that children and young people encounter outside of their home is referred to as 'extra familiar harm'. Children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats.

## **Fabricated or Induced Illnesses**

Staff are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause. There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- fabrication of signs and symptoms, including fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- induction of illness by a variety of means

The above three methods are not mutually exclusive. Existing diagnosed illness in a child does not exclude the possibility of induced illnesses. The very presence of an illness can act as a stimulus to the abnormal behaviour and also provide the parent with opportunities for inducing symptoms.

Fabricated or induced illness is most commonly identified in younger children. Although some of these children die, there are many that do not die as a result of having their illness fabricated or induced, but who suffer significant long term physical or psychological health consequences.

Fabrication of illness may not necessarily result in a child experiencing physical harm, but there may be concerns about the child suffering emotional harm. They may suffer emotional harm as a result of an abnormal relationship with their parent and/or disturbed family relationships.

Staff will record and report any concerns about a child who might be experiencing fabricated or induced illness to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral or consult with the Single Point of Access as with any other child protection concern.

[London Child Protection Procedures Fabricated and Induced Illness Guidance](#)

## **Faith Abuse**

Faith abuse is abuse of a child, linked to faith or belief. It is not about challenging people's beliefs, but where these beliefs lead to abuse, this should never be tolerated. This includes: belief in concepts of 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; and 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. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home. [Child abuse linked to faith or belief](#)

## **Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause

intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators such as a pupil talking about going abroad to be 'cut' or to prepare for marriage.

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

[Female Genital Mutilation Statutory Guidance](#)

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

The mandatory reporting duty applies to all persons in Bishop Perrin School who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report to the Police. Teachers in this situation will record their concerns through the school reporting system and inform the DSL, who will support the teacher in making a direct report to the police.

There are no circumstances in which a teacher or other member of staff will examine a girl. [Female Genital mutilation Policy](#)

## **Hate Crime**

Hate crime is defined as any criminal offence which is perceived, by the victim or any other person, to be motivated by hostility or prejudice based on a personal characteristic. If the action is possibly not a criminal offense, but otherwise meets the hate crime definition, it is referred to as a 'hate incident'. Traditionally the focus has been on race motivated hate crime but over recent years has broadened to include:

- Race
- Disability
- Sexual orientation
- Faith
- Gender identity

Hate crime should be reported to the local police: Telephone number 101, if an emergency then dial 999.

## Homelessness

All staff recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL will seek avenues of support and guidance from SPA and the Local Authority in the event of a family at Bishop Perrin School being made homeless. Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse and anti-social behaviour
- the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to SAP will be made. The Domestic Abuse Act 2021 recognises children as victims of domestic abuse, occurring in their home environment.

## Honour Based Violence and Forced Marriage

'Honour Based' Violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and form of domestic and/or sexual violence. There is no justification for abusing the human rights of others. Crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

**A forced marriage** is a marriage where there is no valid consent by the female or male and duress may include physical, psychological and financial abuses of the individuals. It may concern a person with learning disabilities unable to consent or children under the age of consent.

Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

School staff will never attempt to intervene directly as a school or through a third party. Contact will be made with SPA or Police and the Forced Marriage Unit (020 7008 0151) for advice and support. If a member of Bishop Perrin School staff suspects that a pupil may be a victim they will, in the first instance, report their concerns to the DSL.

A forced marriage is distinct from an arranged marriage. In an arranged marriage, the families or friends of both spouses take a role in introducing individuals for the purpose of marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Modern arranged marriages involve a variety of matchmaking practices where each family tailors its own version to suit modern identities and ambitions. [Guidance forced marriage](#)

## Mental Health

All staff should be aware 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. The school funds a post to promote positive mental health and wellbeing, with the member of staff supporting both pupil and staff needs.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the DSL or DDSL.

The DfE has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol.

### **Private Fostering**

A private fostering arrangement occurs 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. Children looked after by the Local Authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Bishop Perrin School recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When Bishop Perrin School becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the Local Authority of children in such arrangements. [Looking after someone else's child](#) [More Information here](#)

### **Radicalisation and Extremism**

Protecting children from the risk of radicalisation is part of Bishop Perrin School's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Section 26 of the [Counter-Terrorism and Security Act 2015](#) places a duty on education and other children's services

(‘specified authorities’) to have ‘due regard to the need to prevent people from being drawn into terrorism’.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

- ✓ Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- ✓ Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- ✓ Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Bishop Perrin School takes seriously our responsibility to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. We are committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

Bishop Perrin School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area, and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

The DSL will discuss any concerns about possible radicalisation identified in school with a pupil’s parents and carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk. The school will also support parents and carers who raise concerns about their children being vulnerable to radicalisation.

We will then follow normal safeguarding procedures, which may involve contact the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police PREVENT team and Channel programme for any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

We will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Contact for Richmond and Wandsworth: Naheem Bashir, Vulnerabilities Manager [Naheem.Bashir@richmondandwandsworth.gov.uk](mailto:Naheem.Bashir@richmondandwandsworth.gov.uk)

Parents and staff may find the following websites informative and useful:

[Educate against hate](#)

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

## **School Related Weapons Incidents**

Bishop Perrin School follows the [AfC School Related Weapons or Potential Weapons Incidents protocol](#).

The school has a duty and a responsibility to protect and safeguard our pupils and staff and will inform SPA and the Police of any weapon or potential weapon.

Teachers have a number of legal powers which include the power to search pupils without consent for a number of prohibited items. These include; knives and weapons; alcohol; illegal drugs and stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules that has been identified in this guidance [Searching, screening and confiscation](#)

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

## **Serious Violence**

All staff should be aware of indicators, which may signal that 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, or 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. Risk factors associated with being at risk or being involved in serious violence include:

- 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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the [Home Office's Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

## **Suicide and Self-harm**

**Suicide:** an act of deliberate self-harm which results in death.

**Self-harm:** self-poisoning or self-injury, irrespective of the apparent purpose of the act.

**Suicide and self-harm links:** self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last for a short time. For others, it can become a long-term problem. Some people self-harm, stop for a while, and return to it months, even years, later, in times of distress.

Bishop Perrin School recognises that any pupil who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a pupil has self-harmed, or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern. The school will be alert to any concerns of contagion and clusters of suicide or self-harm and will liaise appropriately with the local Council's Public Health Team.

[Richmond Suicide Community Action Plan](#)

## **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. [Upskirting know your rights – UK Government](#)

## 11 RELATED SAFEGUARDING POLICIES, DOCUMENTS AND KEY CONTACTS

This policy should be read in conjunction with the following school policies and documents. Policies below that are in blue font and underlined are hyperlinked and can be found on the school website.

- [Attendance Policy](#)
- [Behaviour, Bullying and Physical Intervention Policy](#)
- [Drugs Education Policy](#)
- Grievance and Disciplinary Policy (LBRUT)
- Health and Safety Policy
- Information leaflets for Supply Teachers/Parent Helpers/Work Experience Students
- Job descriptions for DSL and Deputy DSL
- [Looked After Children](#)
- [Medical Needs, First Aid and Intimate Care Policy](#)
- [Online Safety Policy](#)
- [PSHE and Citizenship Policy](#)
- [Relationships and Sex Education Policy](#)
- [SEND Policy](#)
- Single Central Record Policy
- Staff Code of Conduct and Safe Working Practice Agreement
- Staff Handbook
- Whistleblowing Policy

## 12 REVIEW AND MONITORING OF THIS POLICY

This policy will be reviewed annually, monitored by the Safeguarding Governor and ratified by the Full Governing Board. It will be updated in-line with any recommendations made by the Department of Education and/or changes in guidance and best practice.

## Appendix 1 – New Appointment Setting-up Checks

(All checks undertaken and evidenced by the School Business Manager)

**NAME:**

**POSITION:**

**START DATE:**

NAME OF DOCUMENT	DATE SENT/REQUESTED	DATE RETURNED/RECEIVED/SEEN	
Confirmation of job offer letter			
Passport seen and copy taken			
Qualifications seen and copies taken			
Proof of address x 2 seen and copies taken			
Health Questionnaire Link sent/advised			
New Employee Information form			
Rehabilitation of Offenders Form			
Reference 1 requested			
Reference 2 requested			
Confirmation of Acceptance of position			
New Employee Form uploaded to HR			
	Date		
DBS disclosure seen/commenced		Disclosure Number:	Disclosure Date:
Barred Check undertaken			
Right to Work in UK evidenced		Document:	NI Number:
HMRC Starter Checklist given		Returned:	Sent to HR:
Prohibition from Teaching check			
Contract received from LEA		Date given to employee:	Date Signed Contract Returned:
Safeguarding Briefing undertaken		By Whom:	
Email/log on requested		Date received:	Date given to employee:
Details entered onto INTEGRIS		Details entered onto SCR	Date:

## Appendix 2 – London Diocesan Board for Schools - Guidance for Consultants & Contractors

- I. The purpose of this guidance is to ensure that the pupils of a school are safe.
- II. The guidance is intended to apply to all consultants/contractors, workmen or any persons entering a school to carry out work.
- III. The Headteacher is responsible for the safety of the children in their care and so they will be the ultimate authority for anyone working on the school site.

Consultants / Contractors **MUST** either:

Be **SEGREGATED** to avoid contact with pupils wherever possible:

- The work area may be physically closed off to pupils
- Consultants / Contractors only work on the site at a time when there are no pupils present.

Or **SUPERVISED** if it is not practically possible to segregate them:

- Consultants / Contractors must be supervised at all times by a member of the school staff or volunteer who has been vetted.
- Supervision must include vetting conversations and any written messages. Supervisors must be prepared to intervene when necessary.
- It is important that supervisors are clear that they are there to monitor contact with children and not the building works.

### **DBS Checks**

The Headteacher and consultants/contractors need to ensure that any contractor or any of their employees have been subject to the appropriate level of DBS check depending on whether they fall into regulated activity or not. This will depend on the possibility of contact between the workers and the children e.g. work carried out in the summer holiday would not require DBS checks. Contractors engaged in regulated activity will require an enhanced DBS certificate with barred list check, but those who are not in regulated activity but may have the opportunity for contact with children should have an enhanced DBS check as a minimum requirement. [For further information see Keeping Children Safe in Education](#)

If the site is completely segregated then DBS checks are not necessary although the foreman or site manager who might need to come on to the site to speak with the Headteacher or site manager should have a DBS check and provide evidence of the check to the school.

Regular service engineers visiting the school during the school day should all have DBS checks and consultants/contractors should provide evidence to that effect to schools.

**HOWEVER** none of the above should be on site without supervision.

**HOWEVER** no consultants/contractors should at any time knowingly include on their workforce a person who has a conviction or warning that stops them working in the proximity of children or might cause them to be added to the sex offenders register, or might cause them to be subject to an adverse DBS check.

Emergency engineers and ad hoc visitors do not have to have DBS clearance but must sign in and out and should at **no** time be left unsupervised.

The following Code of Conduct is to be made clear to all workers and displayed on the building site:

### **Consultants and Contractors Code of Conduct**

1. Avoid contact with the children.
2. Do not communicate with the children without school supervision.
3. Do not go into non - work areas without permission or supervision.
4. No swearing or inappropriate language.
5. Appropriate clothing to be worn at all times including shirts.
6. Remember that actions kindly meant can be misinterpreted.
7. ID must be carried or worn which may include badges or branded work wear.
8. All personnel to sign in and out of school premises/work areas.

## Appendix 3-Bishop Perrin School Blue Safeguarding Concern Form



# BISHOP PERRIN

## Church of England Primary School

Please complete this form with as much factual information (including times/dates and any direct quotes from the child) and pass it on immediately to either the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL).

REMEMBER - do not discuss the disclosure with anyone else except the DSL or DDSL

Child's Details			
Name:		Class:	

Details of Initial Cause for Concern			
Reported by:		Job Title:	

Date and time of incident:

**Your account of the concern** *(what was said, observed, reported and by whom):*

Signed: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_

**Action taken by the DSL/DDSL:**

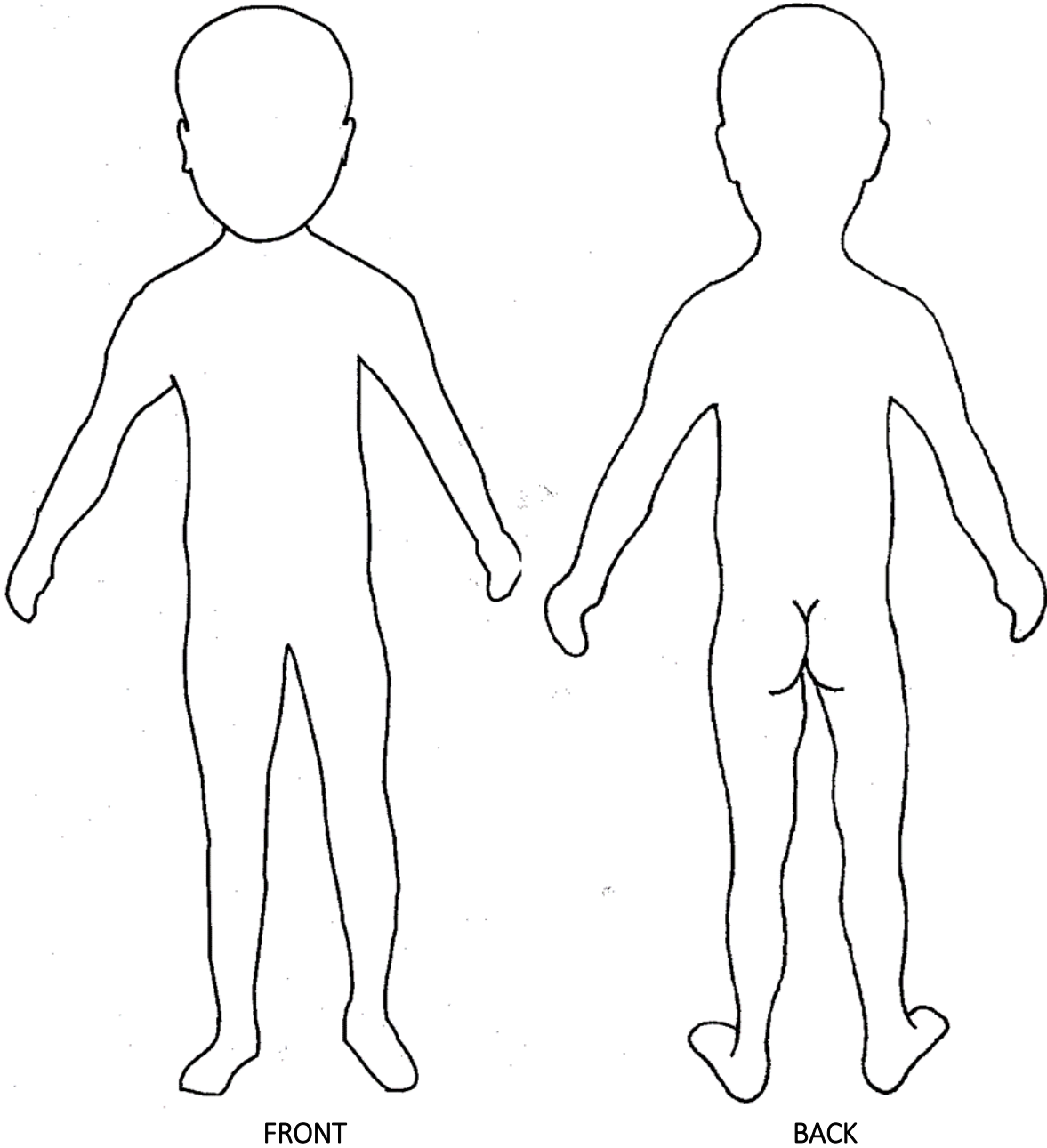
Signed: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_

Follow Up Actions		
Date/Time	Who	Actions

## Appendix 4 – Body Map

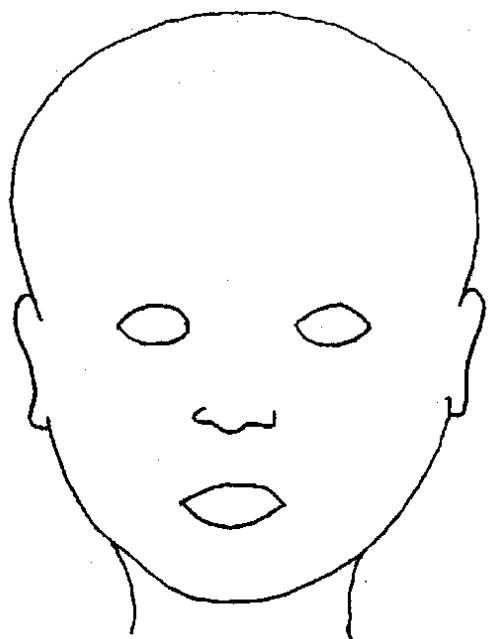
*(This must be completed at time of observation)*

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

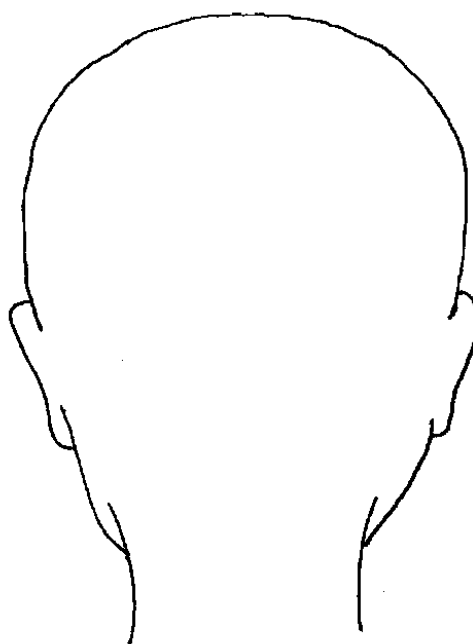


Signature: \_\_\_\_\_ Date: \_\_\_\_\_

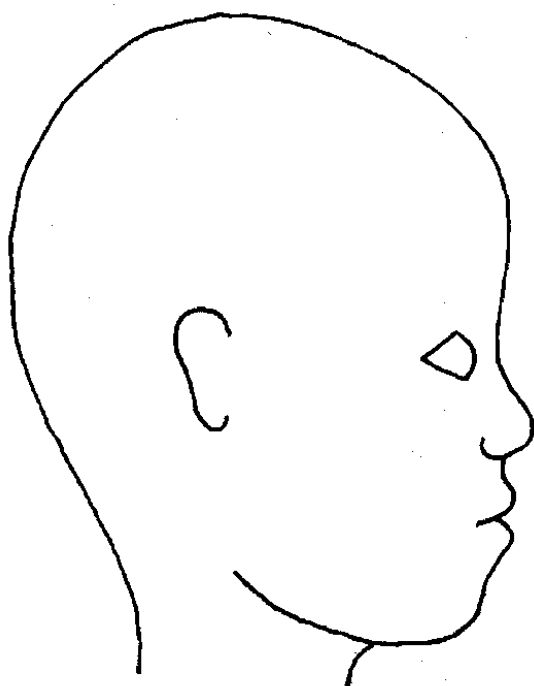
Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	



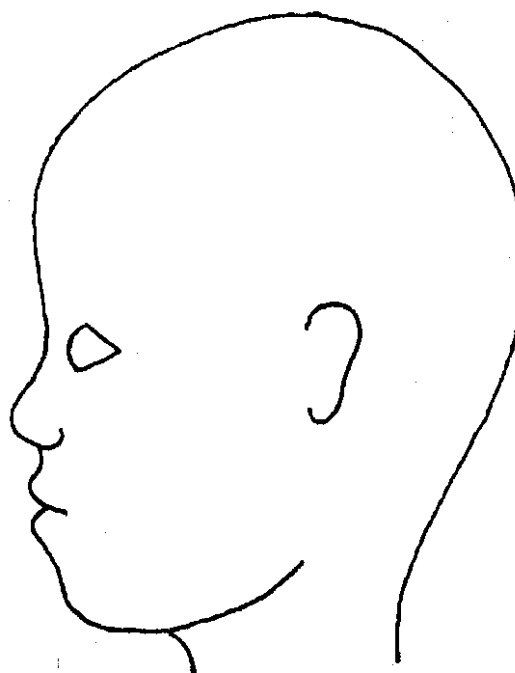
FRONT



BACK



LEFT



RIGHT

Signature: \_\_\_\_\_

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

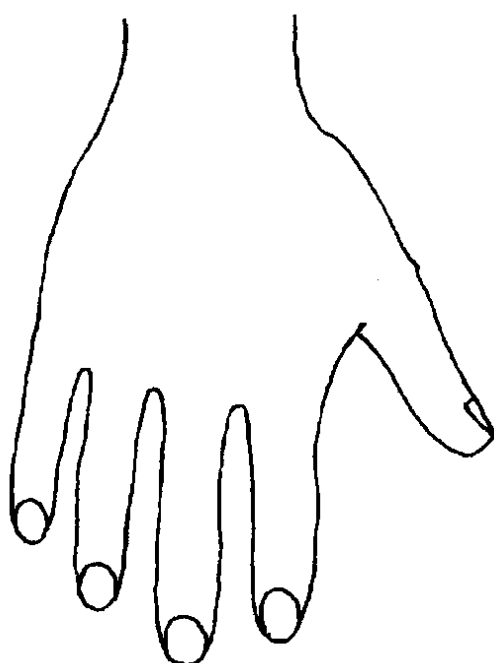
**RIGHT**

**LEFT**

**PALM**



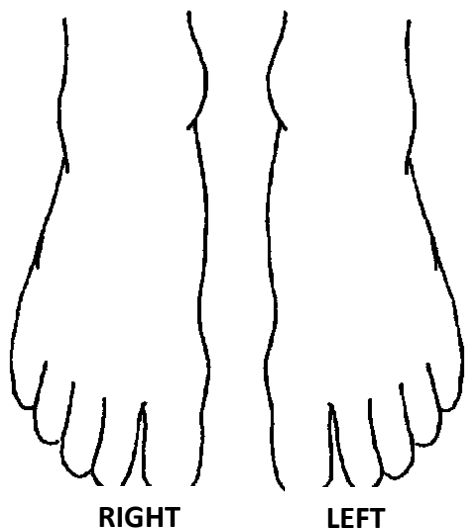
**BACK**



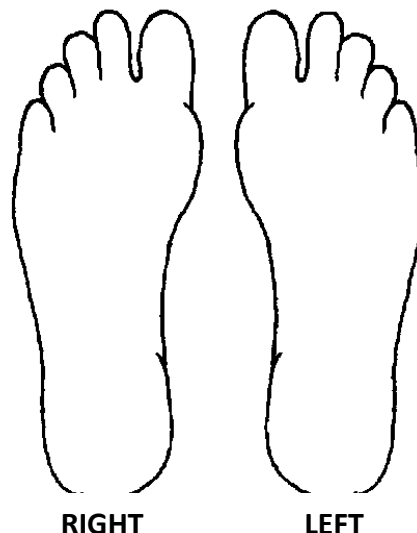
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

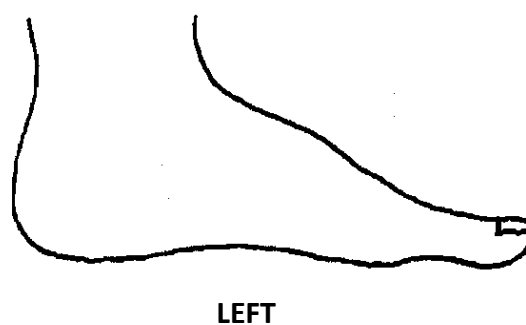
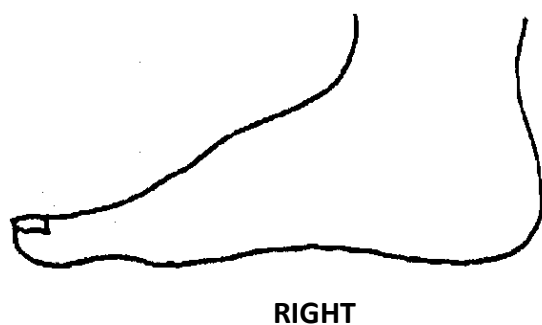
TOP



BOTTOM



INNER



OUTER



Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 5 - Pupil Specific Risk Management Plan

Name	Class	Date	Review Date
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Photo	Potential Triggers / Key Themes
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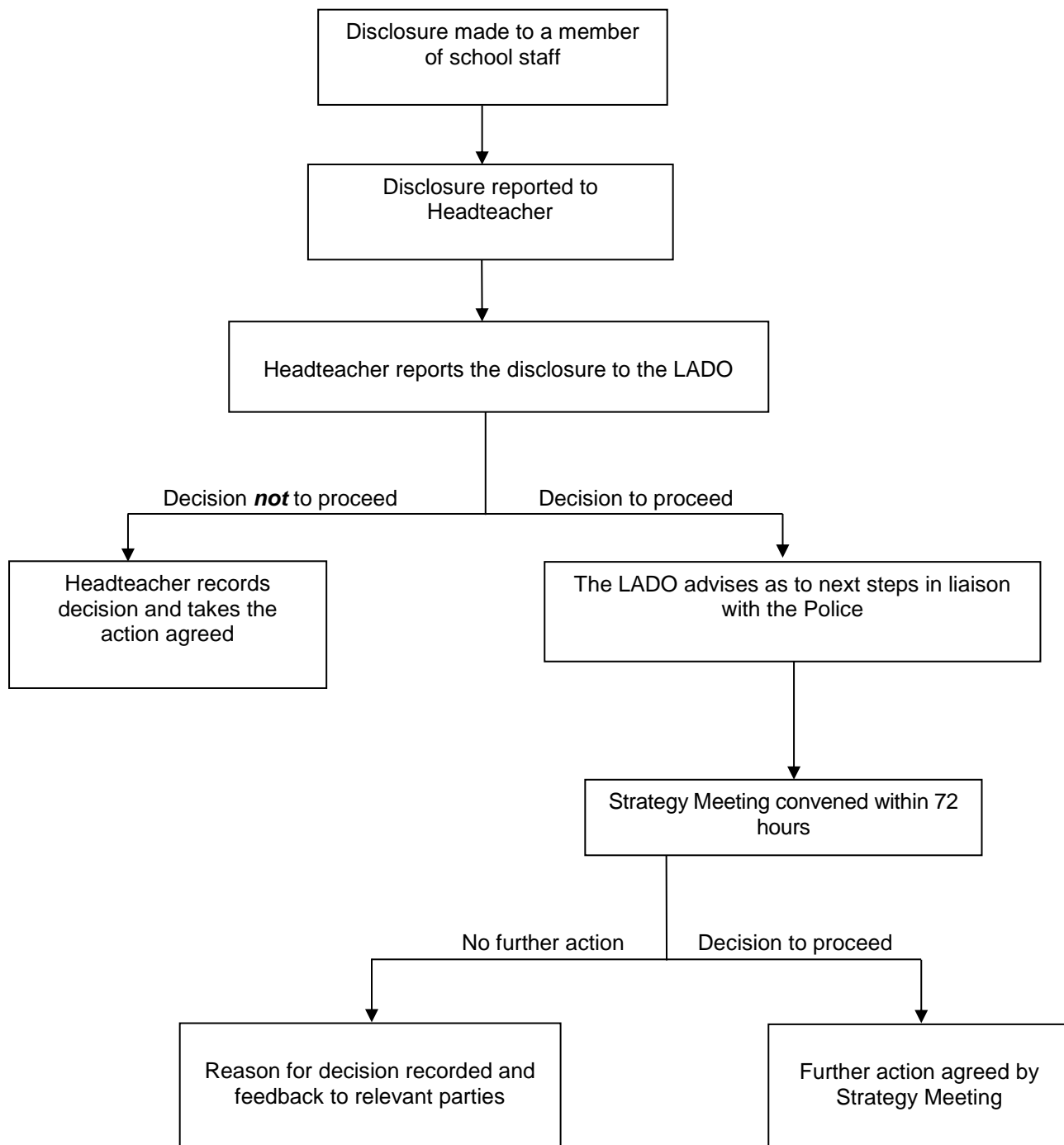
What we want to see	Strategies to maintain
First signs that things are not going well	Strategies to support
Where this behaviour leads next	Strategies needed
What we are trying to avoid	Interventions necessary

## Other Needs and Risks

<b>Diagnosis and its effects to daily functions</b> – <i>e.g. epilepsy, downs syndrome</i>	
<b>Medication or intervention required</b> – <i>e.g. inhalers</i>	
<b>Known allergies</b> – <i>Detail- nuts / pollen /animal hair / penicillin / etc.</i>	
<b>Mobility</b> – <i>independent but unstable on uneven ground</i>	
<b>Strength and Stamina</b> – <i>angry / frustrated when tired / restless when not active /</i>	
<b>Communication</b>	
<b>Personal Hygiene / Care</b>	
<b>Eating and drinking</b>	
<b>Other</b>	

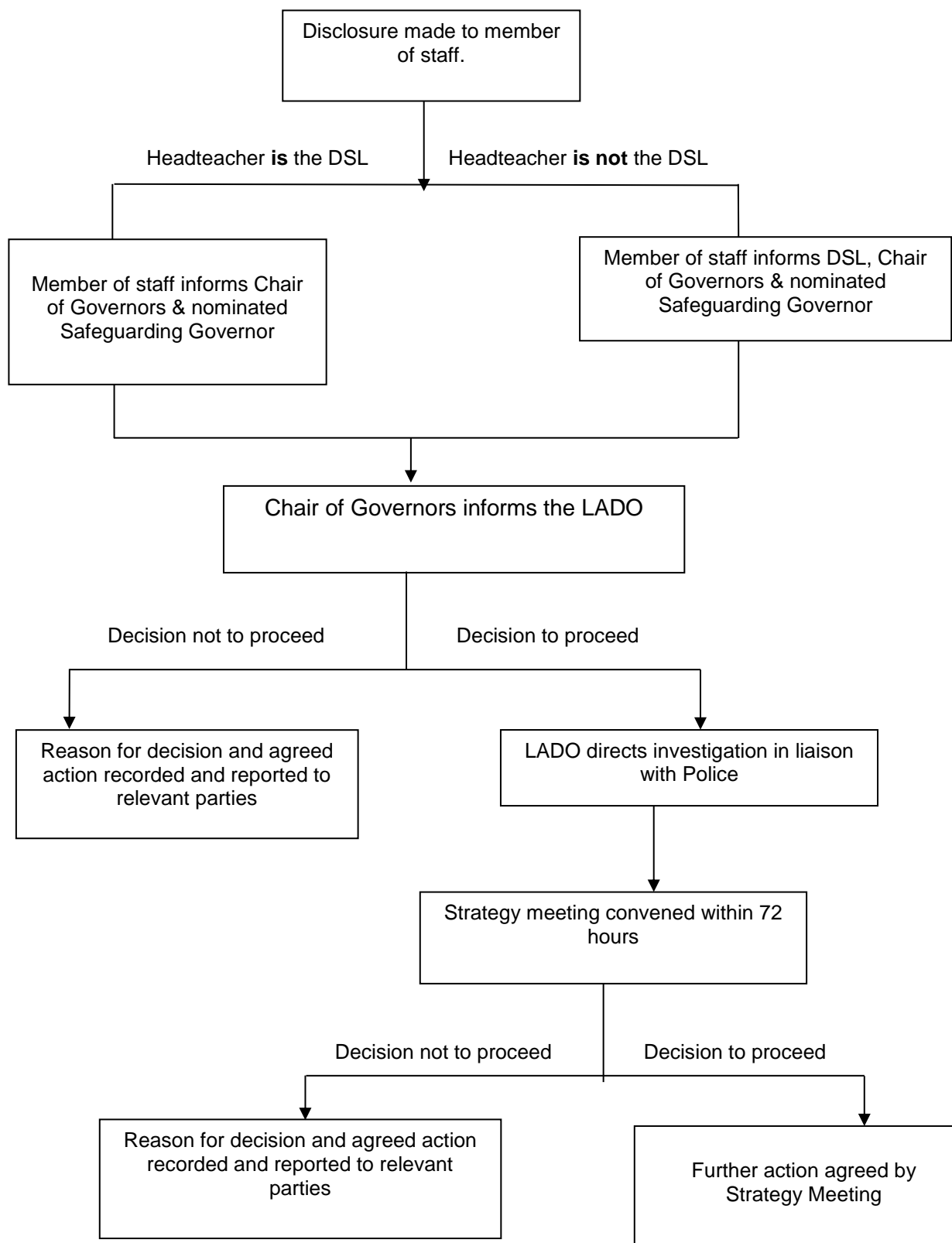
## Flowchart One

*Allegation of abuse by a member of school staff (teaching or non-teaching),  
volunteer or pupil*



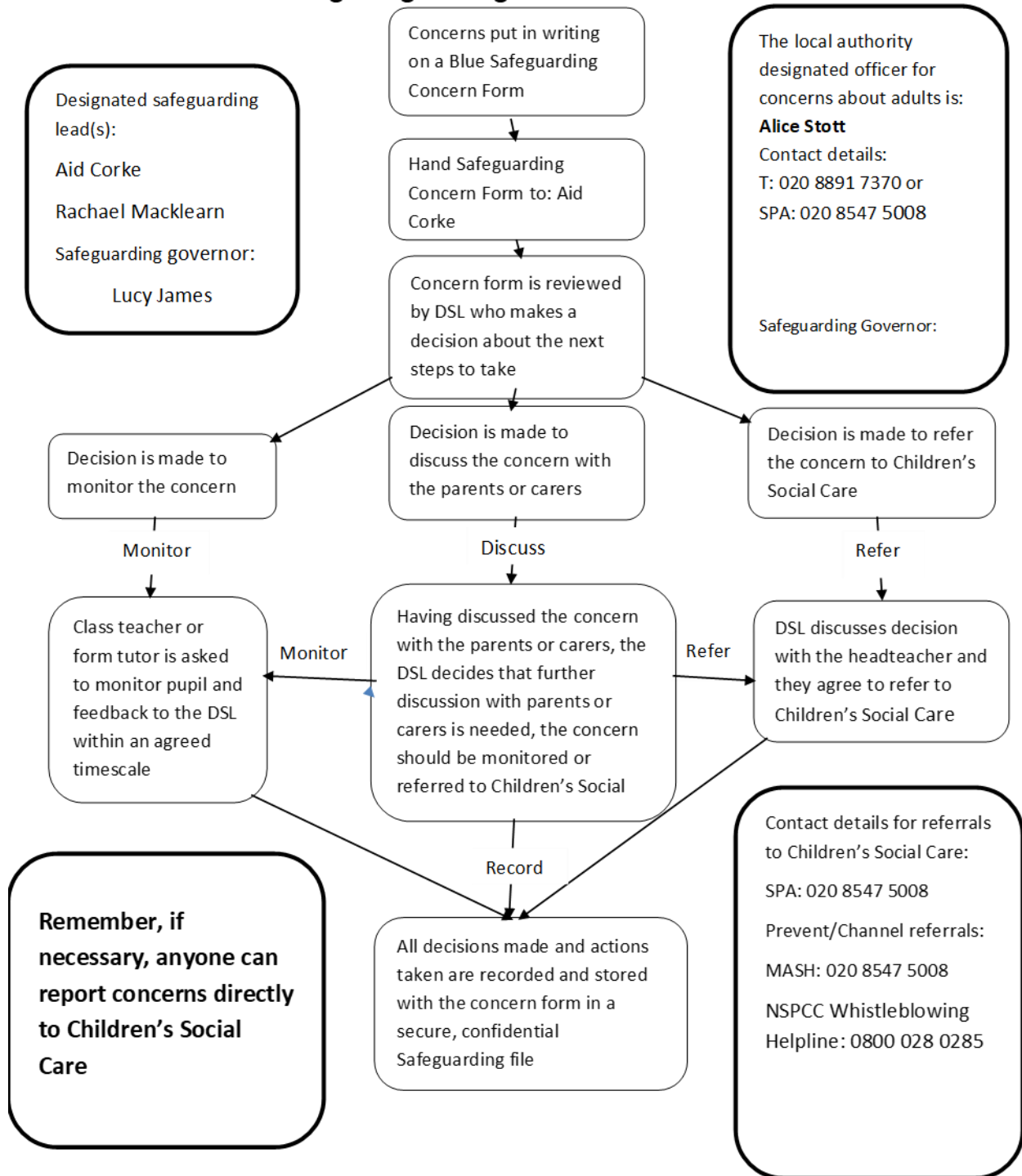
## Flowchart Two

*Referral procedure for when a child/young person discloses to a member of school staff an allegation of abuse by a Headteacher.*



## Flowchart Three

### Raising safeguarding concerns about a child



## **Website Links**

**Children Act 1989 Care Planning, Placement and Case Review:**

[www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review](http://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](http://www.legislation.gov.uk/ukpga/2004/31/contents)

**Education Act 2002:** [www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

**London Child Protection Procedures and Practice Guidance:**

[www.londoncp.co.uk](http://www.londoncp.co.uk)

**Keeping Children Safe in Education 2022:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1080047/KCSIE\\_2022\\_revised.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf)

**Working Together to Safeguard Children 2018:**

[www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://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](http://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](http://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\\_2021\\_September\\_guidance.pdf](https://d.docs.live.net/9b48153fdb534d79/Documents/AfC%20Work/KCSIE_2021_September_guidance.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](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.londoncp.co.uk/sg\\_sex\\_exploit\\_ch.html?zoom\\_highlight=child+sexual+exploitation](https://www.londoncp.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](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)

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

**National Cyber Security Centre:** [National Cyber Security Centre](#)

**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:** [Searching, Screening and Confiscation - GOV.UK](#)

**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](#)

**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](http://www.afcvirtualschool.org.uk)

**Early Help Assessment:**

[www.achievingforchildren.org.uk/early-help-assessment](http://www.achievingforchildren.org.uk/early-help-assessment)

**Guidance for Safer Working Practice:**

[www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf](http://www.safeguardinginschools.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](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](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-2021-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](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>