

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.

Designated Safeguarding Lead	Mary McAvoy, Acting Deputy Headteacher
Deputy Designated Safeguarding Lead	Rachael Macklearn, Acting Headteacher
Chair of Governors	Father David Cloake Contact the School Office for contact details
Nominated Governor for Child Protection	Mrs Lucy James Contact the School Office for contact details
Inclusion Leader	Mary McAvoy
Looked After Children Lead	Mary McAvoy
Young Carers	Mary McAvoy
Safer Schools Police Officer	PC Alicia Smith 07787 285227 Alicia.Smith@met.police.uk
Local Authority Designated Officer Service (LADO)	0208 891 7370 07774 332675 lado@achievingforchildren.org.uk
Single Point of Access (SPA) for London Borough of Richmond	020 8547 5008 Out of Hours: 0208 770 5000
Single Point of Access (SPA) for London Borough of Hounslow	020 8583 6600 - <i>option2</i> csll-socialcare@hounslow.gcsx.gov.uk

Author	A Corke
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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

The Aims and Purpose of Bishop Perrin School's 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 the legislation and guidance set out in this policy.

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

Bishop Perrin CE Primary School has a duty to keep children safe. This includes how we protect children from experiencing harm and how we should respond when we suspect or confirm that a child is being harmed. This policy relates to all children between the ages of 4-11, whose care and education comes within the remit of our education provision.

Children are at the centre of everything we do at Bishop Perrin Primary School. We are committed to providing an environment in which children feel welcomed, safe, valued and respected. Adults in our school know keeping children safe is everybody's responsibility and that all children, regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection and opportunities.

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.

We aim to make sure that;

- The school has a clear process in place which is shared with and followed by all members of the school community when there is a safeguarding concern.
- Our staff are well trained to recognise the signs of abuse or neglect, such that they understand what their responsibilities are and how they should respond when they identify a concern.
- 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

- We keep track of children known or thought to be at risk of harm.
- We communicate well with all those involved when there is a concern about a child, including parents/carers, pupils, staff and agencies. This includes sharing information quickly and appropriately with external agencies, such as the police and children's services, to get children the support and help they need in good time.

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.

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.

Terminology

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

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

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

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

Child means everyone under the age of 18.

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

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

The local safeguarding partnership has three safeguarding partners:

1. the Chief of Police for a police area in the local authority (Police)
2. the Local Authority (Children's Services), and
3. the Clinical Commissioning Group for an area within the Local Authority (Health)

In Kingston and Richmond, the local safeguarding partnership is called the Kingston and Richmond Safeguarding Children Partnership (KRSCP).

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

Bishop Perrin CE Primary School will publish our safeguarding and child protection policy on our website and hard copies will be available on request from the school office.

Statutory Guidance and Legislation

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

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

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

[Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) and the [Childcare Act 2006](#) set out who is disqualified from working with children.

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

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

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

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

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

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

[The Equality Act 2010](#) states schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (called protected characteristics). Therefore, we can take positive action to deal with disadvantages affecting our pupils with protected characteristics to make sure their needs are met. The [Equality Act 2010: advice for schools](#) advises us further.

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

The School has an [Equality and Inclusion Policy](#) that sets out our requirement to the PSED. 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.

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

Key Personnel

Children's Services

Achieving for Children (AfC) Single Point of Access (SPA)

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

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

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

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

Contact details for the London Borough of Hounslow SPA are:

020 8583 6600 - option2

csll-socialcare@hounslow.gcsx.gov.uk

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

Local Authority Designated Officer (LADO)

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

Email: LADO@achievingforchildren.org.uk

Telephone: 07774 332675

Online: [Submit LADO referral form](#)

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 \(Part One\)](#) and that school leaders and staff that work directly with children will also read Annex B
- 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.

Everybody in our school has a responsibility for safeguarding. Some members of our school have specific safeguarding responsibilities.

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, and the child's best interests, wishes and feelings, are considered in everything the school does. Everyone at the school is involved in the whole school approach to safeguarding and online safety is a theme throughout.
- The school's policies, procedures and training follow the Local Safeguarding Partnership arrangements and the law, including the school's duties under the Human Rights Act 1998, Data Protection Act 2018 and Equality Act 2010.
- The school's leadership team are held to account for the school's safeguarding arrangements.
- Safeguarding is a standing item on the agenda at half-termly Full Governing Board meetings
- There is an appointed Designated Safeguarding Lead (DSL) who has appropriate time, resources and funding to carry out their role.
- A Governor has the lead for leadership of safeguarding responsibilities (known as the Safeguarding Governor).
- There is an appointed Designated Teacher for Looked After Children who attends appropriate training
- The board takes into account children who are more at risk of harm and any barriers which can make it difficult to recognise abuse and/or neglect affecting pupils with Special Educational Needs and Disabilities (SEND).
- Child protection files are maintained as set out in Annex C of KCSIE.
- The school adds to multi-agency working and shares information appropriately and in a timely manner.
- All staff receive regular safeguarding information, updates and in-depth training.
- Staff read the appropriate part of KCSIE.
- Pupils are taught about keeping themselves and others safe, including when online.
- The Governing Board does all that they reasonably can to limit children's exposure to online risks from the school's online IT systems and assign a member of the Senior Leadership Team and a Governor to ensure standards are met.
- Appropriate safer recruitment processes and procedures are in place.
- There is a procedure in place to identify and address children absent from education, particularly where this is happening repeatedly and there are also safeguarding concerns for the pupil.

- Procedures are in place to manage any safeguarding concerns about staff and how concerns should be reported. The Chair of Governors will manage any allegations against the Headteacher.
- There are effective safeguarding arrangements for when the site is being hired/let.
- Alcohol is not consumed by staff on school trips or events on or off site.
- All members of the Governing Board receive safeguarding training at induction which is regularly updated.
- All Governors sign to say they have read and understood KCSIE and this policy.

The Nominated Governor for Safeguarding

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

The Headteacher will ensure that:

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

The Designated Safeguarding Lead (DSL)

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

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

- reading and following KCSIE
- ensuring 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
- ensuring 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
- always being available during school hours for staff in school to discuss any safeguarding concerns, or arrange appropriate cover for any out of hours or out of term activities
- working together with all staff to understand the whole picture when there are safeguarding concerns, providing them with advice, support and expertise
- contributing to the assessment of children, including taking part and/or supporting other staff to take part in strategy discussions and meetings between multiple agencies
- working together with and supporting parents/carers and families who may be facing challenging circumstances and, when there are safeguarding concerns, making parents/carers aware of the school's role in making referrals about suspected abuse and neglect
- understanding the importance of sharing information, including referring cases to relevant agencies (for example, Children's Services, the Police, the Channel Programme and/or the Disclosure and Barring Service (DBS)) when appropriate, and supporting staff who make referrals directly
- 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;
- 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;
- notifies Children's Social Care if a child subject to a child protection plan is absent from school without explanation
- understanding and following AfC's and KRSCP's safeguarding procedures, in addition to attending the termly DSL Forums provided by KRSCP to ensure they are acting in line with the local safeguarding arrangements
- keeping the Headteacher up to date with safeguarding issues
- having the lead responsibility for online safety, and oversight and checking the effectiveness of filtering and monitoring systems and their reports
- being aware of the requirement for children to have an Appropriate Adult, as described in [PACE Code C 2019](#)
- working with the 'Case Manager' and LADO for child protection concerns which involve a staff member
- making sure child protection files are up to date and kept as per [section 8](#)
- will ensure that all staff (including new and part-time staff) sign annually 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

- working alongside the Governing Board and Headteacher to update and review procedures and how they are being implemented, including jointly completing an annual safeguarding self-audit and submitting it to KRSCP
- promoting the educational outcomes of pupils who have or had a Social Worker, by sharing information about child protection issues with teacher and leadership staff
- encouraging a culture of listening to children, taking into account their wishes and feelings when any plans are put in place to protect them

DSL Responsibilities Regarding Child Protection Files

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 (if paper-based), 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.
- Keep a record of the transfer of the child protection file/s on the school's recording system

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

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

- sign to say they have read the relevant part of KCSIE annually
- have a responsibility to provide a safe environment in which children can learn
- will follow the school's procedures for identifying and reporting any concerns and issues about the school's online filtering and monitoring systems

- will follow the school's safeguarding and child protection processes and procedures, sharing information quickly when they have a concern about a child's safety and wellbeing, even when they are unsure
- will, whenever necessary, refer safeguarding or child protection concerns to external agencies, such as the Police, Children's Services and LADO
- make sure children who identify as lesbian, gay, bisexual, or transgender (LGBT) have a safe space to share their concerns, along with all other children
- attend safeguarding training appropriate to their role and are familiar with key policies, including this policy and the Staff Code of Conduct
- maintain confidentiality at all times
- in the absence of both the DSL/Deputy DSL, inform a member a senior member of staff immediately about any concerns rather than waiting for the return of the DSL and DDSL
- ensure that any disclosure by a child that they have been physically hit by an adult is escalated to the DSL immediately
- be aware of what poor practice looks like:
 - ✓ Failing to act on early signs of abuse or neglect
 - ✓ 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

IT Provider

Bishop Perrin School commissions [ClickOnIt London](#) to manage its IT network, in association with the [London Grid for Learning](#). In doing so, ClickOnIt will work with the school to do the following:

- maintain the filtering and monitoring systems
- provider filtering and monitoring reports
- complete actions following concerns or checks to the system

Training and CPD

Designated Safeguarding Lead

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

Minimally, the DSL will:

- attend the level 3 multi-agency local safeguarding partnership training within 12 weeks of starting this role and refreshes this every two years
- stay up to date with safeguarding knowledge, resources and changes
- have a good understanding of and form a good relationship with the Kingston and Richmond Safeguarding Children Partnership by attending the termly DSL Forums, share the learning with staff as appropriate and make sure staff are aware of any safeguarding training on offer
- attend Harmful Sexual Behaviour and Prevent awareness training
- receive and share safeguarding (including online safety) updates (for example, via email, e-bulletins, and staff meetings) with staff
- make sure staff have regularly updated safeguarding training, updating staff who miss training at the earliest opportunity

- gain an understanding of how the school's filtering and monitoring systems work and how they can be best used to keep children safe at Bishop Perrin School

The Deputy Designated Safeguarding Lead

In order to successfully deputise for the DSL, the DDSL will need to:

- attend the level 3 multi-agency local safeguarding partnership training within 12 weeks of starting this role and refreshes this every two years
- stay up to date with safeguarding knowledge, resources and changes
- attend Harmful Sexual Behaviour and Prevent awareness training
- assist the DSL to make sure staff have regularly updated safeguarding training, updating staff who miss training at the earliest opportunity
- gain an understanding of how the school's filtering and monitoring systems work and how they can be best used to keep children safe at Bishop Perrin School

Governors

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

- The Governing Board will make sure the DSL has the time and resources to attend training.
- The Chair of Governors will receive training about managing allegations against the Headteacher to assist them in the eventuality that an allegation is made.
- They will make sure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.
- The Link Safeguarding Governor will make sure that staff and Governors attend safeguarding training at induction and regularly after that. They will attend regular training and receive e-bulletins or equivalent to stay up to date with the latest statutory guidance.

The Governing Board will make sure at least one member of every recruitment panel has completed safer recruitment training within the last five years.

All staff

Governors recognise the expertise staff build up by managing safeguarding concerns on a daily basis and, as a result, have the opportunity to contribute and shape staff training and this policy.

All staff receive safeguarding and child protection training (including online safety) at induction. The training is regularly updated and reflects the whole school approach to keeping children safe. In addition, staff receive regular, at least annually, safeguarding updates (for example, via email, e-bulletins and staff meetings) to provide them with what they need to keep children safe.

Our training ensures that staff

- can spot the signs of possible abuse and neglect
- know the school's safeguarding procedures and their role in carrying them out

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

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

The Designated Teacher for Children Looked After (CLA)

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

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 form, which has been created by the London Diocesan Board for Schools (LDBS), includes 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). Our application form also requires applicants to provide the following information:

- personal details, current and former names, current address and national insurance number
- details of their present (or last) employment and reason for leaving
- full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment
- qualifications, the awarding body and date of award
- details of referees/references and
- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.

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
- Where practical and feasible, carry out online searches of shortlisted candidates to help identify any issues that are publicly available. This will be carried out by searching for their name via an internet browser.

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.

Staff who work in and across classes and/or Breakfast Club are required to sign a declaration form regarding their status. [See Appendix 6](#)

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. In the case of sixth form students/school placement students volunteering at Bishop Perrin School, we will seek assurances from the host school that the students are of good character and nature and that there are no concerns about their behaviour or conduct. The school/sixth form college that is providing the students to volunteer at Bishop Perrin School will be asked to undertake their own safeguarding training and set expectations around conduct and behaviour of their student prior to starting at Bishop Perrin School.

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. Volunteers working with children in Reception and Year 1 will remain in the classroom at all times. Volunteers working with children in Years 2-6 are allowed to work with children in communal areas, in sight of a member of staff.

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;
- Understand that early help and support that can be provided by the school, and their role in early help.

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 works 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 CONCERNS AND ALLEGATIONS INVOLVING SCHOOL STAFF, VOLUNTEERS, CONTRACTORS OR PUPILS

Bishop Perrin School has a whole school approach to safeguarding and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Whistleblowing

A whistleblower is a someone who raises concerns or reports certain types of behaviour and conduct about staff or visitors to the school that is contrary to the school's Staff Code of Conduct, human resource policies or meets the thresholds of criminal activity. All staff have a duty to do report concerns. We aim to create an environment where staff feel able to raise concerns about poor or unsafe practice and potential failures in how we manage safeguarding. Any concerns should be raised with the SLT and will be taken seriously. Bishop Perrin School

has a separate Whistleblowing Policy, which lists the procedures for raising concerns and can be found on the school server in; Leadership/Policies/Staffing.

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, visitors and volunteers) **IMMEDIATELY** in line with the school's Staff Code of Conduct and Whistleblowing Policy. The concerns can relate to anything the adult in question has done in school, out of school, online and/or offline.

Who to contact

- 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 by anyone to the attention of the Local Authority Designated Officer (LADO), whose contact details can be found at the beginning of this policy, 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.
- If the concerns, of any sort, 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 894 1447** (School)

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 Safeguarding and Child Protections is:

Mrs Lucy James

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

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 SPA directly, if they have concerns for the safety of a child.

Where staff feel unable to raise a concern with the SLT, the Chair of Governors or feel that their genuine safeguarding concerns are not being addressed, there are other options available to them, such as the NSPCC Whistleblowing Advice Line. Staff can call: 0800 028 0285 from 8am-8pm or email: help@nspcc.org.uk. Guidance on whistleblowing can be found via: [Advice on Whistleblowing](#) and [NSPCC's what you can do to report abuse dedicated helpline](#)

Dealing with Allegations

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 relating to organisations or individuals using school premises

Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, Bishop Perrin School will follow its safeguarding policies and procedures, including informing the LADO if appropriate.

Serious Allegations that may Meet the Harms Threshold

Bishop Perrin School will follow the London child protection procedures for managing allegations against staff [London child protection procedures: allegations](#) and procedures set out in [Part 4 of Keeping Children Safe in Education](#) 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 Headteacher 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](#)

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

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

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

Suspension 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. No decision to suspend will be taken until clarification and guidance has been provided by the LADO and HR.

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

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 the allegation is regarding supply staff, the school will ensure that allegations are dealt with properly. In no circumstances will the school cease to use a supply

teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The school will discuss with the agency whether it is appropriate to suspend the supply worker, or redeploy them to another part of the school, whilst they carry out their investigation.

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

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

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

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

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.

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

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

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

- being over friendly with children
- having favourites
- taking photographs of children on 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.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

The culture of our school is such that staff are encouraged to pass on low level concerns to the DSL or the Headteacher. These concerns will be recorded on the school's Low Level Concerns Log and dealt with appropriately.

Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

In a limited number of cases, it is pertinent to a professional's work with a child that they may work 1:1 with a child the door closed. This will occur only when a boundaried therapeutic space is required, parental consent has been given and the professional undertaking the work has an Enhanced DBS check and up to date safeguarding training.

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

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

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

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve

- physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger

- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

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

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

[Local partnership guidance](#)

Indicators of abuse

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

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

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

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.

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

6. WHAT TO DO IF YOU HAVE CONCERNS ABOUT A CHILD’S WELFARE

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

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

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

Make a referral to the Police and/or Children’s Services **immediately** if a child is in immediate danger, or is suffering or likely to suffer significant harm.

Anyone can make a referral. Call the police on **999**. For Children’s Services’ contact details, [click here](#), or go page 10. If you make the referral, you will update the DSL or a Deputy DSL as soon as is practically possible.

Disclosures

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

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

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

A child who makes a disclosure may have to tell their story more than once, such as to the Police and/or social workers. At Bishop Perrin School, we know how important it is that a child’s first experience of talking to a trusted adult about a worry they have is a positive one. For some extra help: [NSPCC Responding to a child's disclosure of abuse](#)

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](#))

Handling a disclosure

- Listen to them carefully and believe in what they are saying. Do not be afraid of silence moments.
- Be careful not to express your own views or feelings and stay calm.
- Do not investigate. Only ask enough questions to work out if you need to share this matter with the DSL or a Deputy DSL. Only ask open questions, such as: How? When? Who? Where?, and open statements, such as: “Tell me”, “Describe” and “Explain”. Otherwise, you may invalidate your evidence (and the child’s) in any later court proceedings.
- If there are injuries or marks on the child, do not examine the child intimately or take pictures.
- Reassure them that they have done the right thing by telling you. Do not say to the child that you wish they had told you sooner.
- Do not automatically offer physical touch to comfort the child. Consider what may be comforting for the child, rather than how you prefer to be comforted.
- Tell the child it is not their fault and you are taking them seriously.
- Explain what you will do next. Tell the child that you cannot keep what they have told you a secret and that you will pass this information onto someone who can help.
- There may 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.

After a child has made a disclosure

- A disclosure or a safeguarding concern should be recorded on a blue Safeguarding Concern Form ([see Appendix 3](#)) and passed to the DSL or Deputy DSL on the same day. 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.
- Make sure the DSL or a Deputy DSL are aware of the disclosure. If appropriate, contact Children’s Services and/or the Police directly, and tell the DSL as soon as possible.
- Do not share the disclosure with **anyone** else unless children’s services, the police or another relevant agency involved in the safeguarding process tells you to.
- Get support for yourself if you need it.

- In the absence of the DSL or DDSL, the Blue Form should be handed to a senior member of staff. The DSL will be alerted to the generation of a Blue Form on their return to the school.

Recording a disclosure or safeguarding concern

- Record the date, time, place and persons present.
- Use the child's own words, verbatim where possible, and stick to the facts. Avoid making assumptions and do not put your own judgement on it.
- Record any noticeable non-verbal behaviour. Detail any visible marks or injuries and record them on a body map.
- Keep any original notes you have made on file.
- Sign and date the write-up.
- Do not ask children to make written statements themselves or sign records.

As a person who works with children, staff have a duty to refer safeguarding concerns to the DSL. However, staff should contact SPA directly themselves 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.

Guidance for dealing with a disclosure-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. 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?".

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. 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.

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. 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.

Remember

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

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 DSL response to receiving a Blue Form

- On receiving a Blue Form, the DSL will follow-up the information that has been shared and speak to the pupil who has made the disclosure, in the presence of another member of staff. The DSL will use the opportunity to clarify any matters which are not clear in the child's account. **It is not the responsibility of the DSL to carry out a full investigation of the disclosure.** The DSL must explain to the pupil at the outset of the discussion that no promise of confidentiality can be made. 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. The DSL will then assess the nature of the disclosure and if needed, seek advice and guidance from SPA. There may be a need to discuss the disclosure with the Deputy DSL/Headteacher.
- **ANY** disclosure made by a child of being hit or physically assaulted by an adult **MUST** be referred to SPA as soon as feasibly possible but certainly on the day of the disclosure
- 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.

- 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's Services decide that a '[Section 47](#)' investigation is needed, the school will follow advice and guidance as supplied and will record any discussions or follow-up conversations.

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 child's situation improves. The [Resolving professional differences - Kingston and Richmond Safeguarding Children Partnership](#) procedure will be used, where necessary.

The DSL or DDSL should follow up with SPA after 72 hours if there has been no feedback received after the initial referral.

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

[Flowchart 3](#) explains what steps should be followed with regards to a concern about a child. First, speak to the DSL or a DDSL. If in exceptional circumstances, the DSL or a DDSL are not available, this should not delay the member of staff from taking appropriate action. A member of the SLT should be spoken to or, if needed, take advice from Children's Services if necessary.

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

Early Help

At Bishop Perrin School we are keen to work with families to provide support as soon as a problem becomes visible at any point in a child's life. If an early help assessment is appropriate, the DSL or a DDSL will lead on working together with other agencies and set up an inter-agency assessment, as appropriate.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

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

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

If early help support is appropriate, it will be kept under constant review. A referral to Children's Services may be required if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures. The school is aware that any child may benefit from early help. Staff who work directly with children will be particularly alert to the potential need for early help for children listed under Part 1, paragraph 20 of KCSIE and include:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including
- gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

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.

If a child is at risk of Female Genital Mutilation (FGM) or it has taken place

In England, Wales and Northern Ireland FGM is illegal under the Female Genital Mutilation Act 2003. It involves removal, part removal or injury to the female

genital internal or external organs, for non-medical reasons. It is sometimes known as 'cutting' or female 'circumcision'. 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](#)

Whilst all staff should speak to the DSL with regard to any concerns about (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police, personally. This is not the case if it is suspected but not known or if a pupil is at risk of FGM.

Teachers will face disciplinary sanctions for failing to do so. The teacher should tell the DSL or a deputy who will support the teacher in making a direct report to the police. The teacher may need to support a referral to children's services. Staff will never examine children.

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

Further information about FGM

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

Signs that FGM might happen:

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

Signs FGM might have taken place:

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

Useful information:

Concerns about sharing nudes or semi-nudes (Youth Produced Sexual Imagery (YPSI) and also known as “sexting”)

The sharing of nudes or semi-nudes is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18 ([UKCIS, 2020](#)). Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’. It is a form of child sexual abuse and will be referred to the Police as a matter of urgency. All incidents will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the children involved. Whilst sharing nudes and semi-nudes of them or their peers breaks the law, we know it is important to avoid criminalising young people unnecessarily. Bishop Perrin School will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

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

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.

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 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:

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

- The incident involves an adult.

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

If none of the above apply, then the decision can be made not to involve the Police or Children's Services, however there are grounds to escalate the incident at any time if further information/concerns are disclosed at a later date. First, the DSL will be confident that they have enough information to assess the risks to any child involved and the risks can be managed within the school's pastoral support, behaviour procedures and, if appropriate, the local network of support.

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.

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

Responding to any incident that comes to your attention:

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

Once the DSL is aware of an incident, they will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the SLT.

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

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

Viewing the imagery

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

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

In addition, the DSL will;

- 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

Deletion of Images

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

Harmful Sexual Behaviours (HSB)

Children's sexual behaviours exist on a wide continuum. HSB refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously. We will always consider HSB in a child protection context. Bishop Perrin School recognises that pupils displaying HSB have often experienced their own abuse and trauma (sexual, physical, emotional, neglect and/or has been exposed to pornography) and they will be offered appropriate support. Examples of safeguarding issues against a pupil could include:

- 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

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

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.

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:

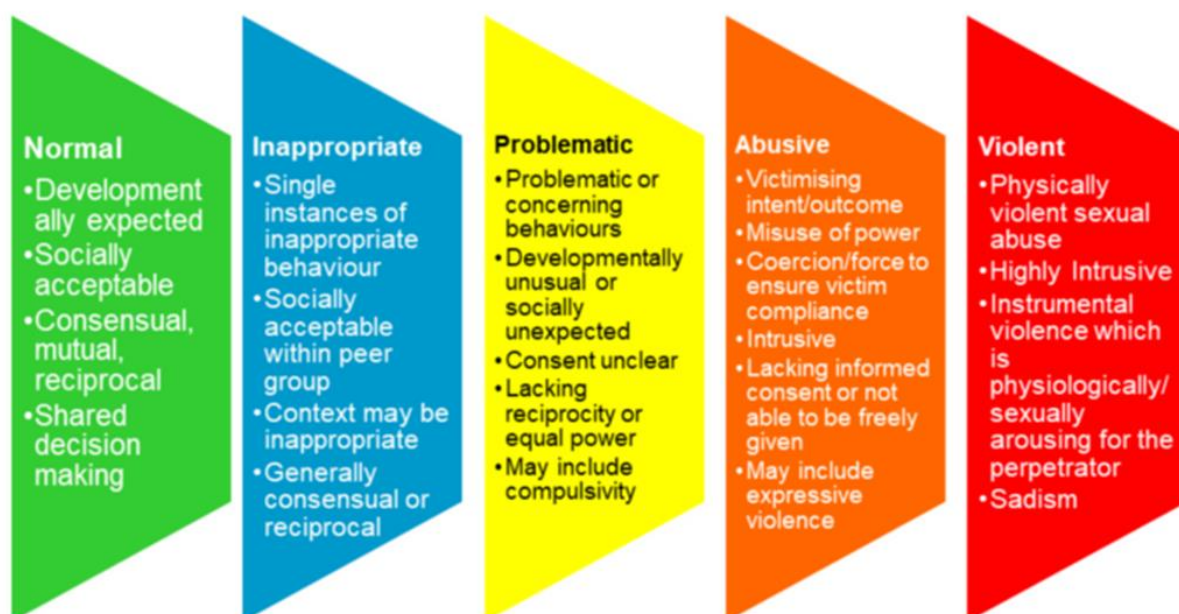
- ✓ A toddler touching their own genitals would be considered developmentally typical
- ✓ A nine year old child touching their genitals absent-mindedly a lot in public, despite many reminders of its inappropriateness would be considered problematic
- ✓ A fourteen year old displaying their genitals in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

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](#)

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) 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.**

Our DSL will:

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

Useful links:

[Local partnership guidance](#)

[NSPCC Harmful Sexual Behaviours](#)

[Stop it Now](#)

Dealing with child-on-child abuse, including sexual violence, sexual harassment and Harmful Sexual Behaviours (HSB)

Our school is aware of the Ofsted's [Review of sexual abuse in schools and colleges](#). The review was carried out as a result of the large amount of testimonies shared on the [Everyone's Invited](#) website which highlighted the prevalence of sexual harassment and sexual violence. We recognise that children can abuse other children, often referred to as child-on-child abuse. It can happen inside and outside of school, and online. This can include, but is not limited to

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

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting and initiation/hazing type violence and rituals

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

Bishop Perrin School does not tolerate child-on-child abuse and take a zero-tolerance approach to incidents of sexual violence and sexual harassment in the knowledge that it is not an inevitable part of growing up. We know that even when there are no reported cases of child-on-child abuse, it could still be happening and yet to be reported. We do not downplay child-on-child abuse, especially sexual violence and sexual harassment, as "banter", "just having a laugh", "part of growing up" or "boys being boys". We will challenge inappropriate behaviour such as grabbing bottoms, breasts and genitalia and lifting up skirts because to do so risks normalising them.

For pupils to feel safe at our school, we make sure they know child-on-child abuse is not acceptable behaviour and how to report it to a trusted adult if they are experiencing or witnessing it. It is our duty to minimise the risk of child-on-child abuse. We do this in the following ways:

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

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.

Alongside girls, the following groups are at a higher risk of 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. 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.

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

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

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

Sexual Violence and Sexual Harassment DfE 2021

Responding to allegations of child-on-child abuse related to sexual violence and/or sexual harassment

- Staff must record the allegation and inform the DSL. It is not their responsibility to investigate the allegation.
- If the DSL and a deputy are not available the staff member will speak to a member of the SLT and/or contact SPA.

Using the DSL's professional judgement, the school will make decisions about and address the incident based on the Hackett Continuum. The school will request the support of other agencies, such as Children's Services and the Police, if necessary. Further information regarding the Hackett Continuum can be found on the NSPCC website: [Understanding sexualised behaviour in children | NSPCC Learning](#)

The descriptors below will be used to gauge the seriousness of the allegation/incident, which is in line with local safeguarding arrangements when an allegation of sexual violence and/or sexual harassment has been made.

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

Based on where the allegation/incident falls on the Hackett Continuum, the DSL will make a decision from the following options depending on the level of risk or harm:

- Manage the concern internally providing pastoral support to all those involved.
- Complete an early help assessment.
- Make a referral to SPA and/or where necessary, the Police. The DSL may choose to consult SPA to assist them with making a decision.

The Police will still be informed of any criminal offences, even if the child is aged under. The Police will take a welfare approach.

The management of children and young people who exhibit Sexually Harmful Behaviours (HSB) is complex. Bishop Perrin 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.

Where the DSL, Children's Services or the Police decide the concern should be handled by the school internally, it will be thoroughly investigated using the school's Behaviour Policy and processes to do so. A risk assessment and prevention plan will be completed when a safeguarding risk has been identified. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned. The school will support all children involved in the incident, including the child/ren who displayed the behaviour and the children who experienced it.

The DSL will contact the parents or carers of the children involved at the earliest opportunity. Records will be kept of all concerns, any discussions had and any outcomes reached. If appropriate, the incident will be recorded on the school's Management Information System (Integris).

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

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.

Reporting concerns regarding Harmful Sexual Behaviours

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:

[CEOPS | Bishop Perrin CofE](#)

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 named note about what has happened and place it in their Class Worry Box. The disclosure will be followed up by a member of staff/DSL.

Unsubstantiated, unfounded, false or malicious reports

If a report is found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil and/or the person who has made the allegation is in need of help, or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to Children's Services may be appropriate. If a report is shown to be deliberately invented or malicious, it will be considered under the school's Behaviour Policy and parents will be informed.

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

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

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

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

Concerns about Mental Health

If staff have a mental health concern about a child that is also a safeguarding concern, they should speak to the DSL as soon as possible, unless the child is in immediate danger in which case the Police should be called.

Whilst staff 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, only appropriately trained professionals should attempt to diagnose a mental health illness. The DSL will make a

referral to the Child and Adolescent Mental Health Service's (CAMHS) single point of access for Kingston and Richmond [here](#), where necessary.

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.

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

Staff will be trained to recognise the signs of a child who may be experiencing a mental health problem. Bishop Perrin School aims to promote positive mental health for all staff and pupils. Our Mental Health Lead is: Ness Rogerson

There is a dedicated page on the school website regarding wellbeing and mental health: [Wellbeing | Bishop Perrin CofE](#)

Useful links:

[Local partnership guidance](#)

[Mind](#)

[NSPCC: Child mental health](#)

Concerns about extremism and radicalisation

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

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

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

Terrorism is an action that:

- endangers or causes serious violence to a person/people
- causes serious damage to property, or
- seriously interferes or disrupts an electronic system.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

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. The school has a [PREVENT Risk Assessment](#) which identifies potential risks for children being exposed to radicalisation and what steps are in place to mitigate and prevent this happening.

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

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

Bishop Perrin School staff receive training that provides them with the information they need to understand the risks affecting children and young people. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

If staff have a concern that a child may be at risk of radicalisation or involvement in terrorism and they are in **immediate danger**, contact the Police

on 999 or the anti-terrorist hotline on **0800 789 321**. If the child is not in immediate danger, speak with the DSL.

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

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

The Prevent Lead in Richmond is;

Richmond and Wandsworth

Naheem Bashir, Vulnerabilities Manager

Naheem.Bashir@richmondandwandsworth.gov.uk

Useful links:

[Local partnership guidance](#)

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

How pupils can report concerns

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

- speaking to an adult they trust
- speak to one of their friends
- speak to one of the school's Anti-Bullying Ambassadors
- putting a named written disclosure in their Class Worry Box

When a pupil raises a concern about another child, we will;

- Update 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 will be informed of how they can report their concerns through assemblies, in the curriculum and via the Pupil Safeguarding Poster.

7 CONFIDENTIALITY, RECORD KEEPING, INFORMATION SHARING AND NOTIFYING PARENTS

Confidentiality

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

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.

Record Keeping

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.

Files and notes will be kept in a confidential place in chronological order (separate to pupil records). The Child Protection Log, SPA Referral Cases and any other child protection records are stored securely and confidentially in the Headteacher's Office in this school. Any electronic information will be password protected and only made available to relevant individuals. The DSL is responsible for keeping these files up to date.

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. 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.

Where feasible and practical, child protection records and files will be delivered in person to the new school when a pupil leaves Bishop Perrin School, either in-year or at the end of Year 6 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.

When a child starts our school, we will make sure key staff are aware of the safeguarding file as soon as possible.

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.

If Bishop Perrin School is the last school that the pupil attends or where the destination of the child's new school is not known, their safeguarding file will be securely stored by the school until their 26th birthday is reached, when it will be securely disposed of.

Information Sharing

Bishop Perrin School takes our responsibility to protect and look after the data (information) we hold about pupils and our families seriously. The Data Protection Act (DPA) 2018 and General Data Protection Regulations (GDPR) guide us in how to do so. Under the DPA 2018, we will share information without consent if 'the safeguarding of children and individuals at risk' is our reason for doing so, and

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

The government's [information sharing advice for safeguarding practitioners](#), which includes the 7 'golden rules' for sharing information, supports staff who have to make decisions about sharing information. Staff are aware they can speak to the DSL or a Deputy if they are unsure about sharing information. Government guidance emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

We will share information in a timely manner to keep children safe, which will include sharing information with agencies and professionals. This also includes passing on any records or files associated with safeguarding or child protection to a new school that a pupil transfers to.

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.

In addition, the school will also refer for guidance to:

[DRAFT Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers](#)

We respect that safeguarding matters are personal to families, therefore the DSL, Deputy DSL and Headteacher will only share information about a child to members of staff and professionals on a need to know basis.

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.

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 their parents 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.

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.

If specific safeguarding issues arise during the school year, the headteacher will make sure the curriculum is adapted to cover current issues

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

Please see our [PSHE Policy on the school website](#) for further information.

There is a comprehensive annual Worship (assembly) Planner that covers British Values, consent and key themes linked to safety and diversity.

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.

SPECIFIC SAFEGUARDING ISSUES

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.

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

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, Use of Smart Devices and Use of Social Media

This section summarises Bishop Perrin School's whole school approach to online safety, the use of smart devices (e.g. mobile phones, smart watches, tablets etc) and 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. We consider online safety in every aspect of school life.

Our aim is to

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

We fulfil our aims by

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

The school's [Online Safety Policy](#) explains how we try to keep children safe in school. In addition, 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](#)

In addition to the above, please see our filtering and monitoring section below.

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

The 4Cs

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

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

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

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

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

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/>

Filtering and monitoring

To limit children's exposure to online risks and harms, we have strong and effective filtering and monitoring systems, following the government's [Meeting digital and technology standards in schools and colleges](#) guidance. Additional advice and guidance can be sought from: [KCSIE Webfiltering | LGFL](#)

The school employs [ClickOn IT \(London\)](#) to provide advice and guidance with regards IT provision in the school. ClickOn It are also the linked partner with the [London Grid for Learning](#) who manage the school's email and filtering systems.

Bishop Perrin School has LGfL's SchoolProtect-WebScreen for network filtering. This meets the national defined 'appropriate filtering standards' for schools. See [Appropriate Filtering for Education Settings](#)

We will make sure that:

- specific staff have assigned roles and responsibilities to manage the systems
- staff know about these systems in place and how to escalate concerns
- there are regular reviews of the systems, or more frequently if there is a significant change or issue
- our Governing Board work with the DSL to discuss any issues that arise from regular checks and reviews and what remedies and safeguards can

be put in place to prevent further issues. This will be done in conjunction with ClickOnIt

- the systems are effective for 4-11 year olds
- when we block online content, it does not impact on teaching and learning
- filtering works across all devices including mobile phones and smart technology

Blocking and over-blocking

In order to prevent children accessing inappropriate websites and content (such as gambling, violence, weapons, pornography) some websites are blocked. However, due to the ever-evolving nature of the internet, some inappropriate websites might inadvertently be accessed. In addition to this, some perfectly legitimate, useful and educationally-purposeful websites might also be blocked (over-blocked).

If staff become aware of inappropriate websites being able to be accessed by children whilst in school, they must notify the DSL and make a note of the website that has been accessed. In collaboration with ClickOn It, the school will ensure that it cannot be accessed again in the future.

In a similar manner, if staff become aware of a purposeful website that cannot be accessed that they want to use to teach the curriculum, then they will notify ClickOn It to get the website unblocked.

Information security and access systems

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

Mobile phones and smart technology

We know that, because many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). Parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. There are documented examples of child-on-child abuse and harassment where children have used their mobile phones and devices to sexually harass and bully other children and share indecent images consensually and non-consensually (often via large chat groups). 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.

Only pupils in Years 5 and 6 who have been given permission by their parents to walk to and from school on their own are allowed to bring a mobile phone in to school (as a means of being able to notify their parents that they have arrived safely at school/home). Parents allow the children to bring a mobile phone to school at their own risk.

Once on the school premises, mobile phones are not allowed out of a child's classroom locker and are to be either turned off or on to silent during the school

day. Children caught using/accessing their mobile phone during the school day will have their permission to bring their phone on to the school site revoked.

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.](#)

Remote Education

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

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

The school follows guidance from the DfE: [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

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

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

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

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

These children are particularly vulnerable. The most common reasons for children becoming looked after is as a result of abuse and/or neglect. Bishop Perrin School will ensure that staff have the necessary skills and knowledge to keep children looked after, and previously looked after, safe. All staff will have the skills and knowledge to keep these children safe. Appropriate staff will have the information they need in relation to a child looked after's legal status. For

example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated, and the level of decision-making power the local authority has given the carer.

The statutory guidance: [Designated teacher for looked-after and previously looked after children](#) contains further information on the role and responsibilities of the designated teacher.

The designated teacher ensures that the school has the up-to-date details of the allocated social worker and the Virtual School headteacher in the local authority that looks after the child. The Virtual School has an additional role of managing extra funding which is used to support children looked after. The designated teacher will work with the Virtual School Head to discuss how the funding can be used to best support the child

The Designated Teacher for Looked After Children at Bishop Perrin School is; **Mary McAvoy**

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

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 at least two 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.

Where a parent/carer expresses their intention to educate their child at home (also known as elected home education), we will work together with the parent/carer and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant for children who have SEND, are vulnerable, and/or have a social worker.

Lettings and off-site arrangements

When services or activities are provided by the Governing Board under the direct supervision or management of our school staff, the safeguarding procedures listed in this policy will apply. This may not be the case when we hire or rent out our school to other organisations or individuals, such as community groups, sport associations, and extra-curricular activities providers. We will make sure there are arrangements in place to keep children safe, regardless of whether they are pupils at our school. See our [Extra-curricular Clubs Policy](#)

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

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. We follow the [statutory guidance for alternative provision](#) and [Achieving for Children's alternative provision policy](#)

10 SPECIFIC SAFEGUARDING ISSUES

This section is based on Annex B of Keeping Children Safe in Education. Annex B includes further information about other safeguarding issues to be aware of.

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

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

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

Useful links:

[Local partnership guidance](#)

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

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

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

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

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

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

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse which can affect any child. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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

being exploited, for example they believe they are in a genuine romantic relationship.

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

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

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

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

Child Criminal Exploitation (CCE) and County Lines

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

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

CCE can include children being forced and/or manipulated

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

County Lines

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 of education. 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

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

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 and Absent from Education

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

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

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 a child who is leaving/has left, 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.

Our [Attendance Policy](#) details the steps the school takes in the event that a child does not attend school without notification from parents/carers and for the home schooling of children. The school follows the government's [Working together to improve school attendance](#) guidance.

Useful links:

[Local partnership guidance](#)

[Children Missing Education statutory government guidance](#)

Children with Special Educational Needs and Disabilities (SEND)

Our Special Educational Needs Co-ordinator, who is also our DSL, works to safeguard and support pupils who have special educational needs and disabilities (SEND), in particular when there are any reports of abuse. Our safeguarding curriculum, i.e. the ways we teach pupils to keep themselves and others safe, is adapted to meet the needs of pupils with SEND.

Bishop Perrin School is aware that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Some additional barriers that can exist when recognising abuse and neglect in this group of children include

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Children Who Run Away or go Missing from Home or Care

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

When necessary and in conjunction with Achieving for Children or other relevant local authority, Bishop Perrin School will facilitate RHIs, both in terms of releasing

the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school or college site for the interview to take place. We will follow the Kingston and Richmond Safeguarding Children Partnership's [Missing children](#) procedure when required

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.

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

Domestic abuse can include a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional, and include coercive or controlling behaviour. It can take place inside and outside of the home. The [Domestic Abuse Act 2021](#) states that children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

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

Bishop Perrin School has signed up to the police initiative [Operation Encompass](#), a system which ensures that when Police are called to an incident of domestic abuse and a child/ren in the household experienced the incident, the Police will inform the DSL in school before the child or children arrive at school the following day. Once informed, the DSL will notify, in confidence, staff who teach and support the child so that they can be aware of any behaviours that are not in character. The DSL will update records about the child's circumstances.

Useful link:

[Local partnership guidance](#)

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 (FII)

Staff at Bishop Perrin School are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Our [Medical Needs, First Aid and Intimate Care Policy](#) details our procedure for ensuring reported medical needs are evidenced by medical professionals.

The school will seek advice and guidance from SPA if there are concerns regarding a child and their illnesses.

Useful link:

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

Faith Abuse

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

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)

- ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation

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

Useful links:

[Metropolitan Police advice](#)

[Short Youtube introduction video](#)

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

Bishop Perrin School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL will make contact with the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

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

Honour Based Abuse and Forced Marriage

Honour Based Abuse

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

any form of action to reduce the dynamic and additional risk factors that might be present as a result.

Forced marriage

A forced marriage is a marriage in which a person does not consent to. The person could be forced/pressured in several ways, including physically, psychologically, financially, sexually and emotionally. It is a criminal offence in England and Wales. An arranged marriage is different. The families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement remains with those who are considered for marriage.

We are aware the legal age for marriage in the UK has risen to 18, regardless of parental consent. The DSL will follow the local safeguarding procedure and, if necessary, seek advice from the Forced Marriage Unit on 02070 080 151, if a concern comes to their attention.

Useful information:

[Freedom charity](#)

[Handling cases of forced marriage guidance](#)

[National FGM Centre](#)

Modern Slavery

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

Common places modern slavery occurs in includes

- the sex industry, including brothels
- retail: nail bars, hand car washes
- factories: food packing
- hospitality: fast-food outlets
- agriculture: fruit picking
- domestic labour: cooking, cleaning and childminding
- victims can be forced into criminal activities such as cannabis production, theft or begging.

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

Useful information:

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

Private Fostering

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

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

Useful links:

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

[Local partnership guidance](#)

School Related Weapons Incidents

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

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

Serious Violence

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

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

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

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

Useful links:

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

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

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

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

Bishop Perrin School will decide each incident on a case-by-case basis, with the DSL taking a leading role and using their professional judgement, supported by other agencies, such as Children's Services and the Police, as required.

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](#)
- Parent and Visitor Safeguarding Leaflet
- Pupil Safeguarding Poster
- [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:	

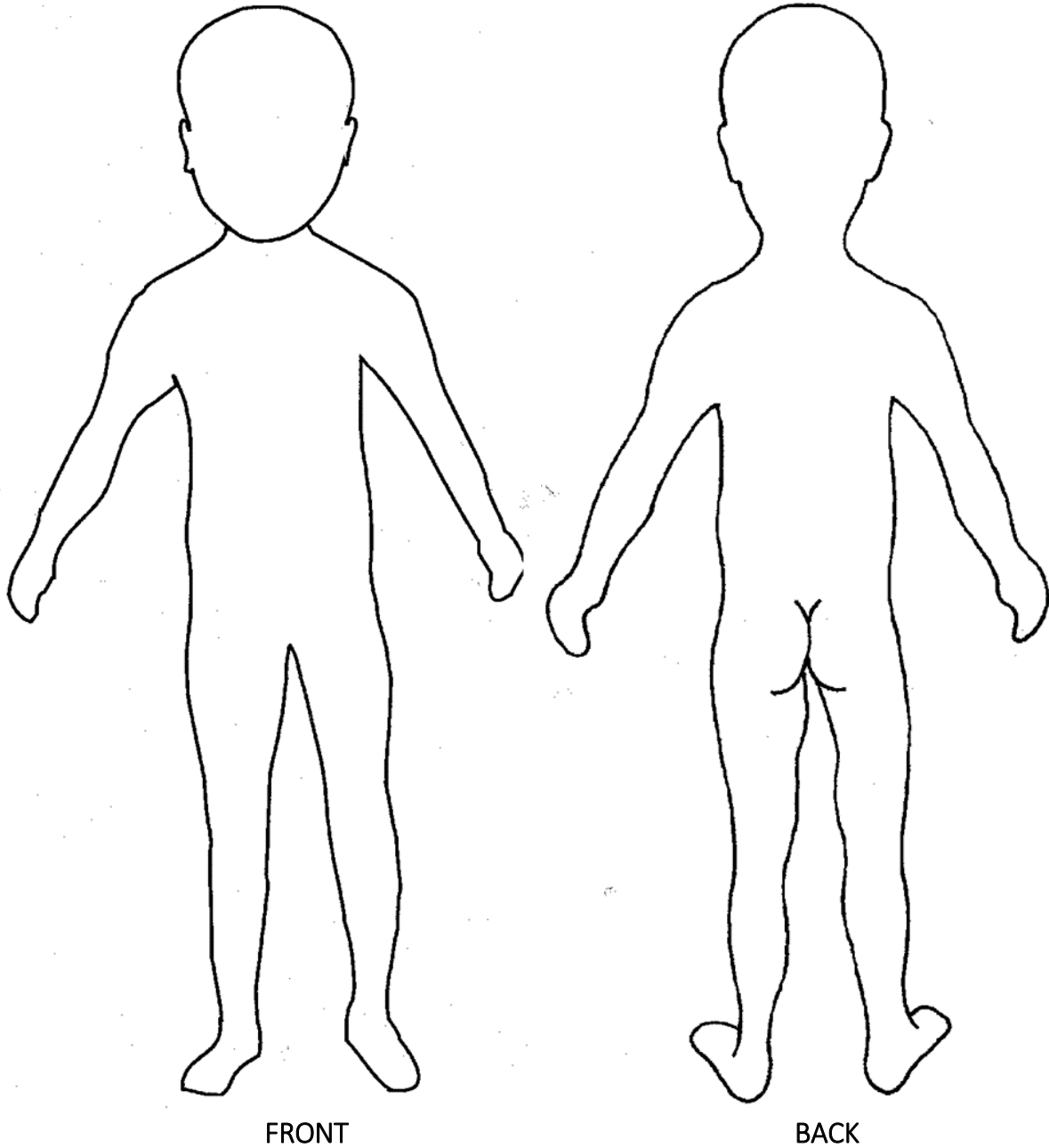
Details of Initial Cause for Concern

Follow Up Actions		
Date/Time	Who	Actions

Appendix 4 – Body Map

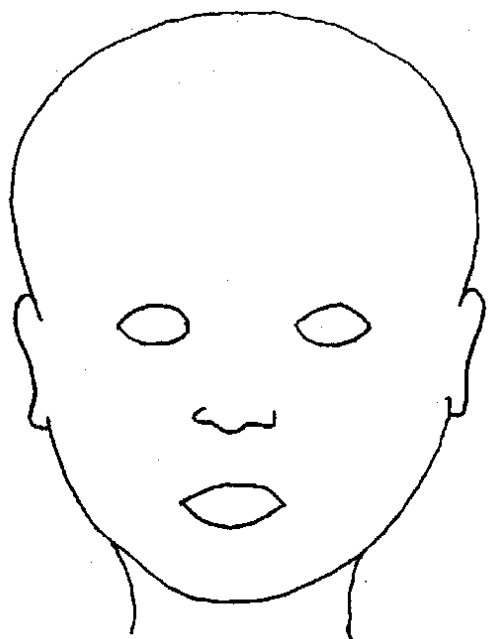
(This must be completed at time of observation)

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

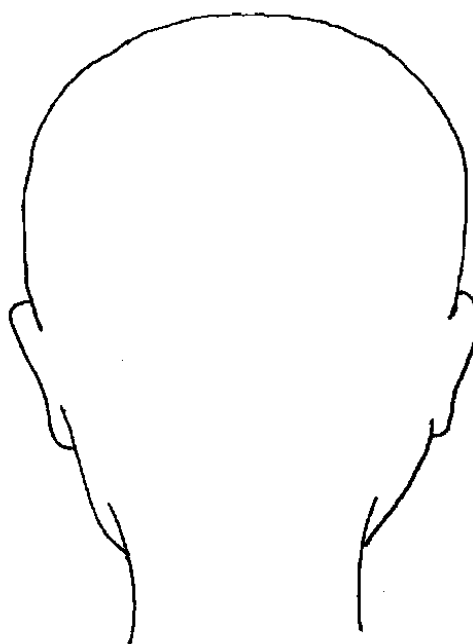


Signature: _____ Date: _____

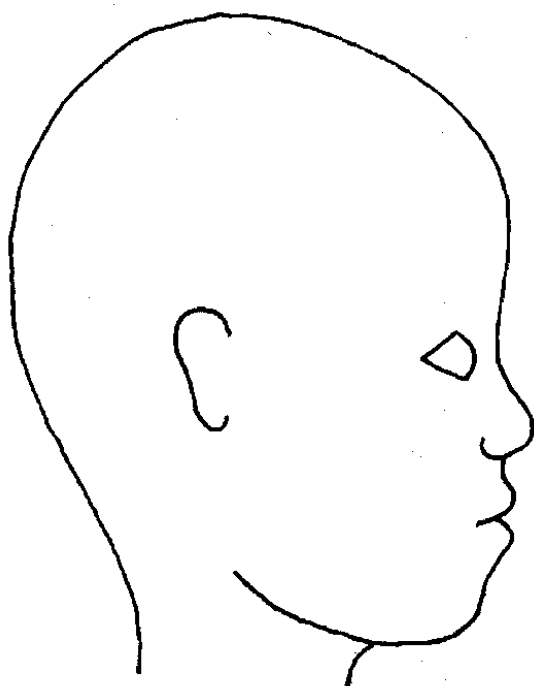
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Name of Staff:		Date and time of observation:	



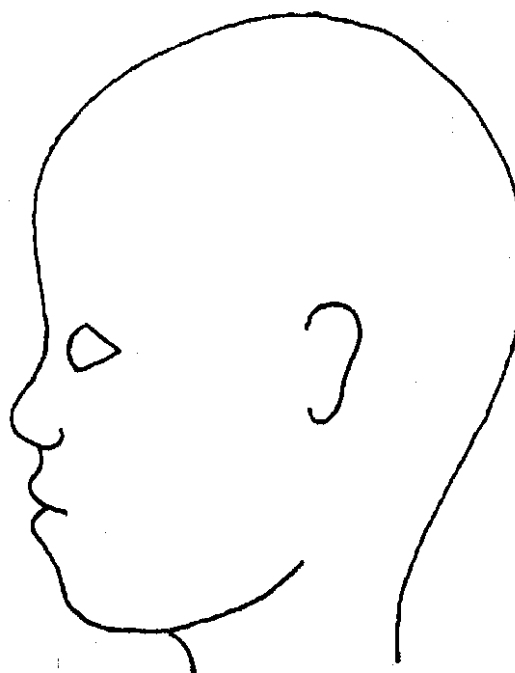
FRONT



BACK



LEFT



RIGHT

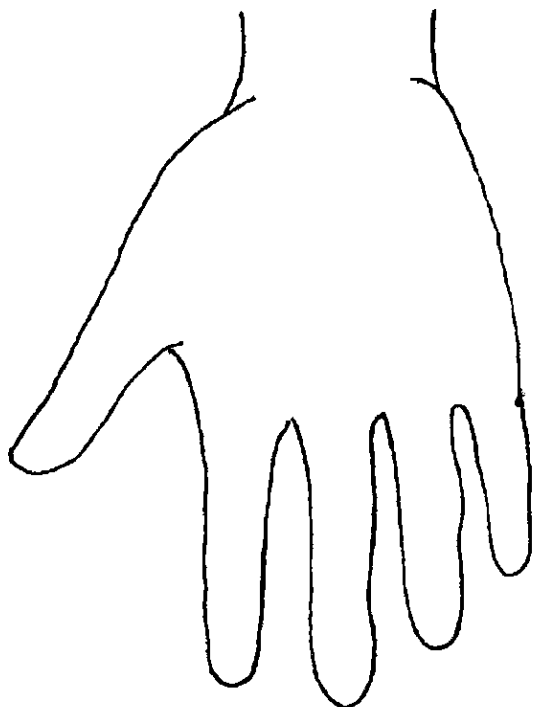
Signature: _____

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

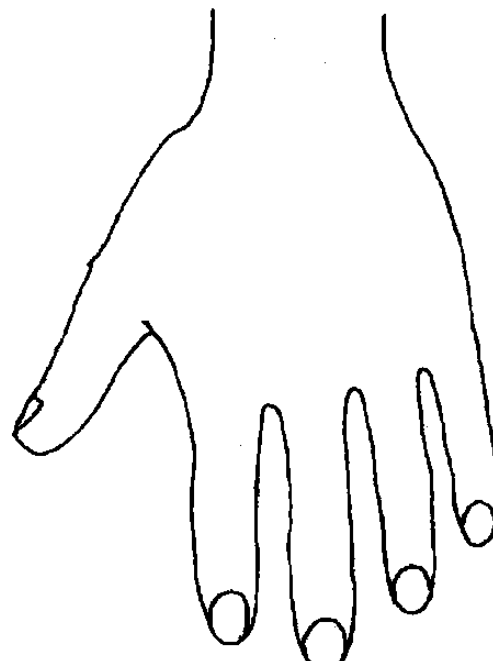
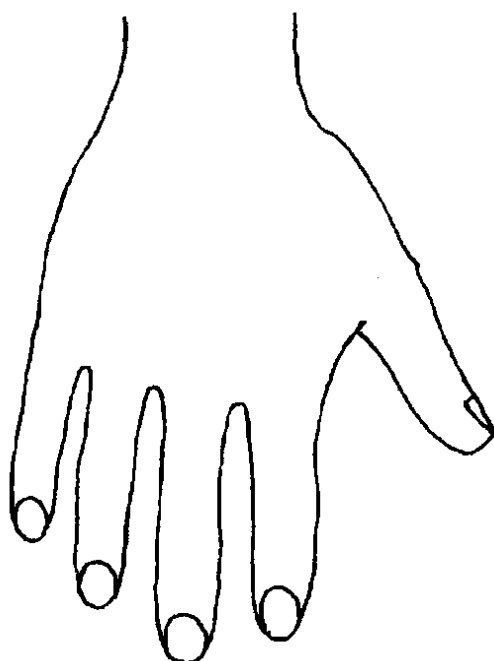
RIGHT

LEFT

PALM



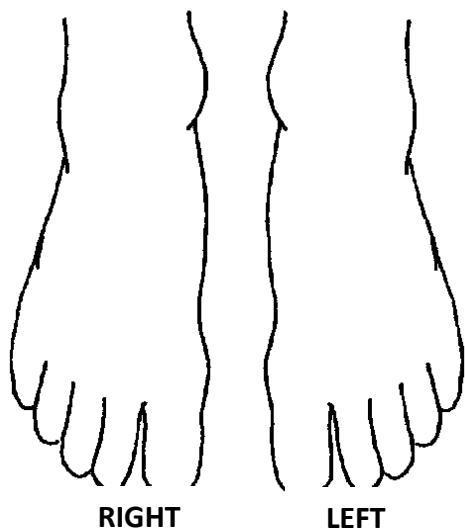
BACK



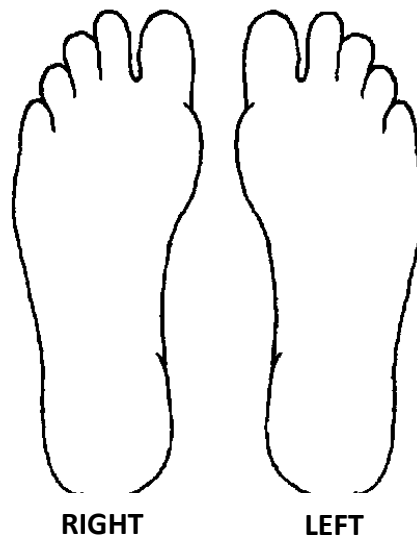
Signature: _____ Date: _____

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

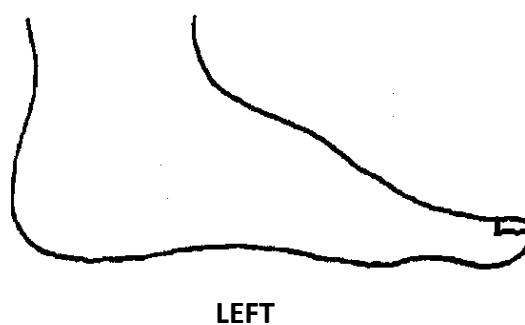
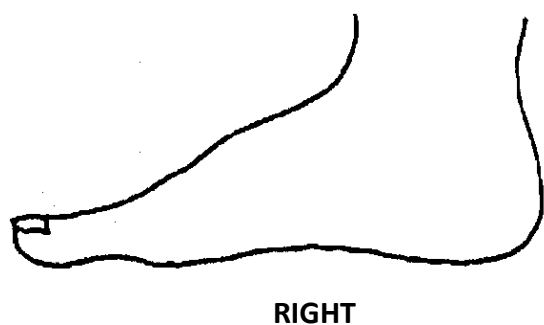
TOP



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

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

Appendix 6

School Staff Disqualification Declaration under the Childcare Act 2006

BISHOP PERRIN C OF E SCHOOL

In July 2018, the Department for Education (DfE) updated its Statutory Guidance for Schools relating to the childcare Act 2006.

This update requires schools which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009:

<https://www.legislation.gov.uk/uksi/2009/1547/schedule/3/made>

A person may be disqualified through:

1. Having certain orders or other restrictions placed upon them
2. Having committed certain offences

You are required therefore to sign the declaration below confirming that you are not disqualified under those Regulations from working in this school.

A disqualified person is not permitted to continue to work in a role providing care for children under age 8, unless they apply for and are granted a waiver from OFSTED:

<https://www.gov.uk/government/publications/applying-to-waive-disqualification-early-years-and-childcare-providers>

Name	Post

Please circle one option for every question below

Section 1 – Orders or other restrictions

Have any orders or other determinations related to childcare been made in respect of you?	YES / NO
Have any orders or other determinations related to childcare been made in respect of a child in your care?	YES / NO
Have any orders or other determinations been made which prevents you from being registered in relation to child care, children's homes or fostering?	YES / NO
Are there any relevant orders, restrictions or prohibitions in respect of you as set out in the schedule 1 of the following Regulations? https://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made	YES / NO
Are you barred from working with children?	YES / NO

Section 2 -Specified and Statutory Offences

Have you ever been cautioned, reprimanded, given a warning for or convicted of any of the following:

• Any offence against or involving a child? (A child is a person under the age of 18)?	YES / NO
• Any violent or sexual offence against an adult?	YES / NO
• Any offence under the Sexual Offences Act?	YES / NO
Any other relevant offence? Available on the links below: https://www.legislation.gov.uk/ukxi/2009/1547/schedule/2/made https://www.legislation.gov.uk/ukxi/2009/1547/schedule/3/made	YES / NO
Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?	YES / NO

Section 3 – Provision of Information

If you have answered YES to any of the questions above you should provide details below. You may supply this information separately if you so wish, but you must do so without delay.

Details of the order, restriction, Conviction, caution etc.	
The date(s) of these	
The relevant court(s) or body(ies)	

You should also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS Certificate may be provided.

Section 4 - Declaration

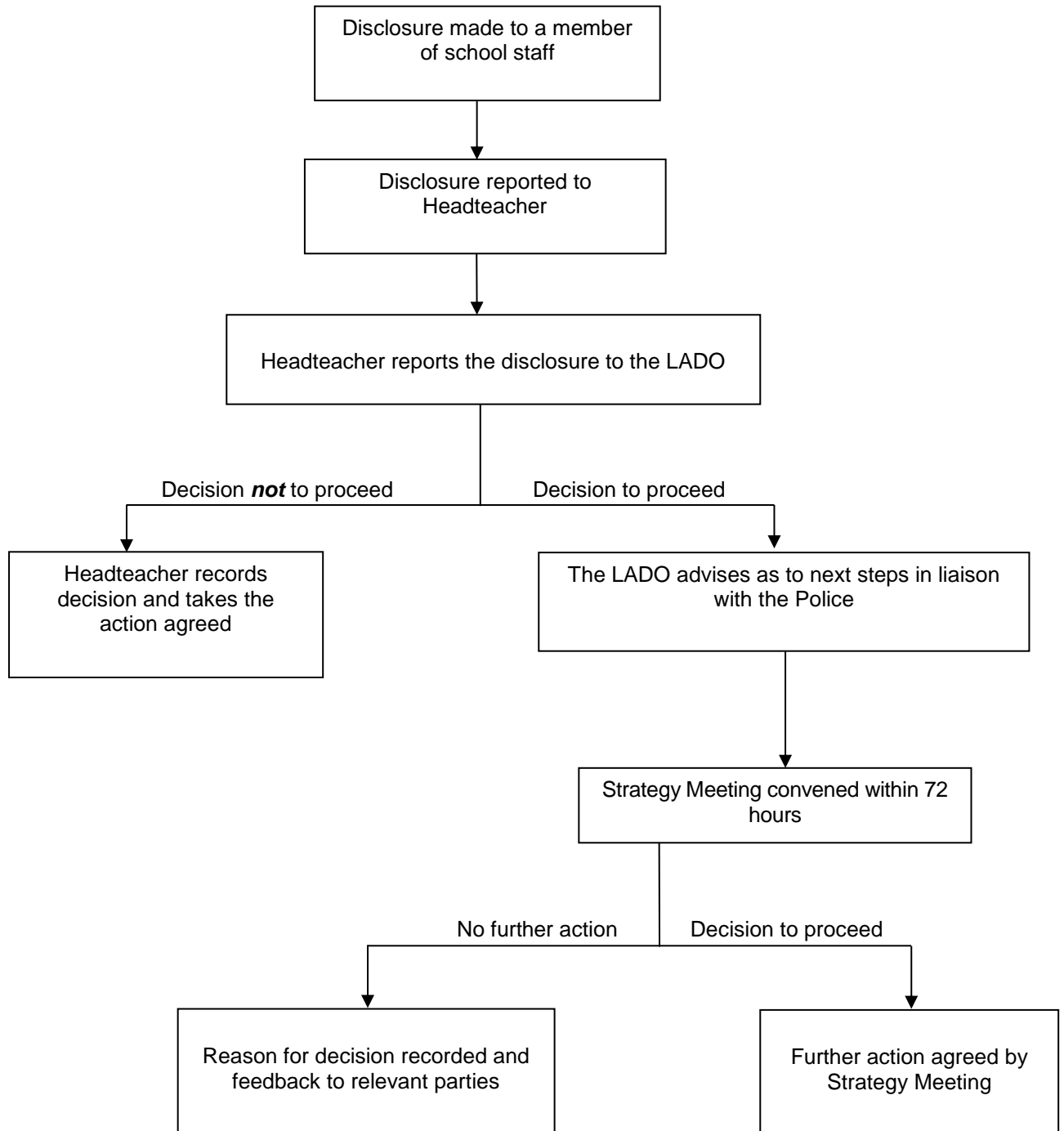
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

• I understand my responsibilities to safeguard children and that I will notify my headteacher immediately if there is any change to the information contained in this declaration.
• I understand that I must notify my headteacher immediately of anything that affects my suitability including any cautions, warnings, convictions, orders or other determinations, made in respect of me that would render me disqualified from working with children.

Signed			
Print Name		Date	

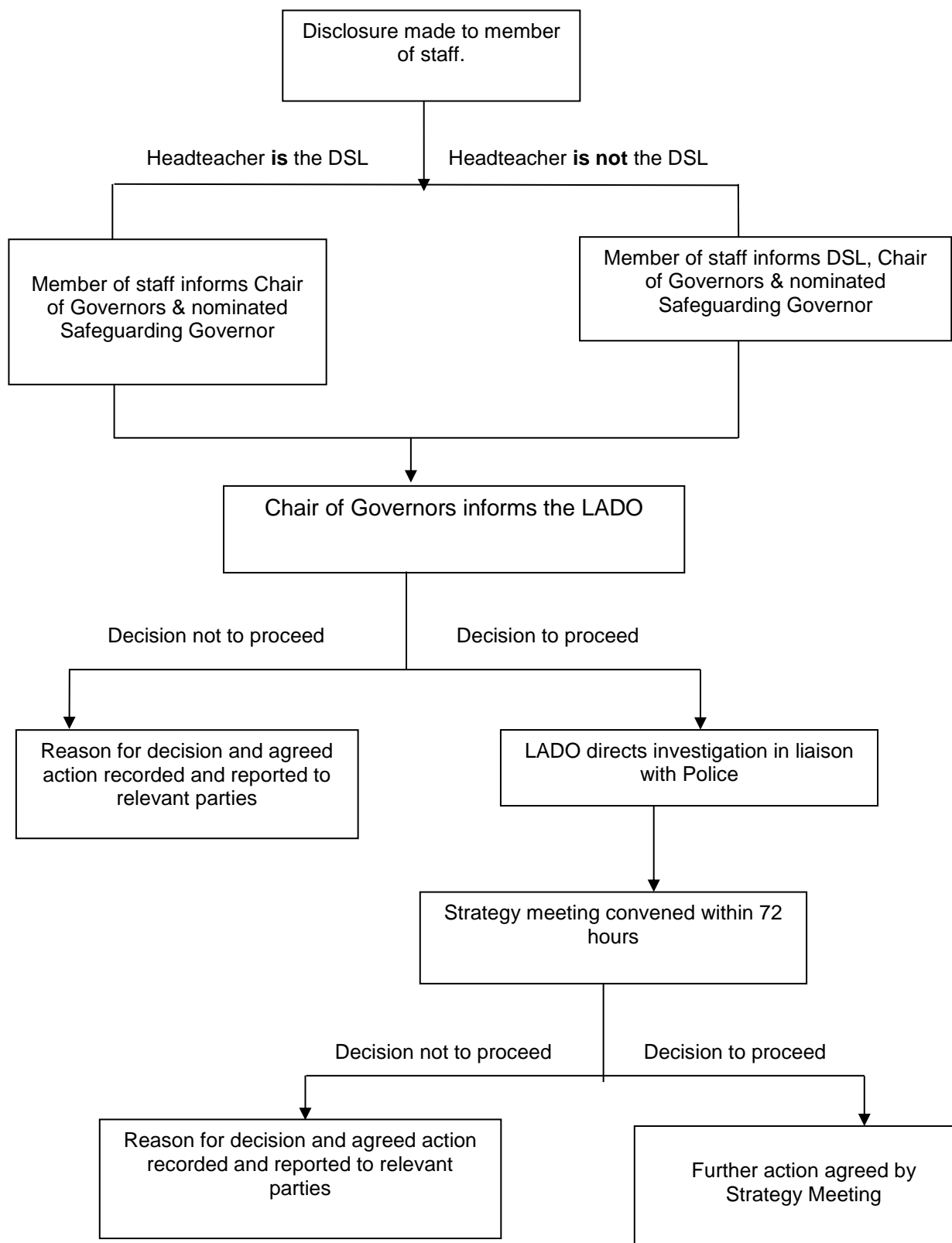
Flowchart One

*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

