



Safeguarding and Child Protection Policy and Procedures

*This policy applies to the to the whole School including the
Early Years Foundation Stage (EYFS)*

Updated	Review Date	Version
January 2024	April 2024	24.2

Reviewed by: Freddie Meier (Deputy Head), Dina Hamalis (Head of the Junior School), Molly Brant (Head of EY and KSI)

Approved by: Lindsey Hughes (Headmistress)

Signed by: Board of Governors

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Key school contacts

<p>Designated Safeguarding Lead (DSL)</p> <p>Senior School: Freddie Meier</p>	<p>Email: fmeier@channing.co.uk OR safeguarding@channing.co.uk</p> <p>Telephone number (term time): 020 8340 2328 ext. 155</p> <p>07951 574375</p>
<p>Designated Safeguarding Lead (DSL) Junior School (including EYFS provision): Dina Hamalis</p>	<p>Email: dhamalis@channing.co.uk OR safeguarding@channing.co.uk</p> <p>Telephone number (term time): 020 8342 9862</p>
<p>Deputy Designated Safeguarding Leads (DDSL)</p> <p>Senior School:</p> <p>Gurvinder Bhamra-Burgess (Assistant Head Co-Curricular)</p> <p>Leisha Zanardo (Head of Y11)</p> <p>Caroline Kelly (Head of Sixth Form)</p> <p>Peter Gittins (Head of PSHE and Wellbeing)</p>	<p>Email: gbhamra-burgess@channing.co.uk or safeguarding@channing.co.uk</p> <p>Telephone (term time): 020 8340 2328</p> <p>Email: ljanardo@channing.co.uk</p> <p>Telephone (term time): 020 8340 2328</p> <p>Email: ckelly@channing.co.uk Telephone (term time): 020 8340 2328</p> <p>Email: pgittins@channing.co.uk Telephone (term time): 020 8340 2328</p>

Peter Martini-Phillips (Assistant Head Sixth Form)	Email: pmartini-phillips@channing.co.uk Telephone (term time): 020 8340 2328
Deputy Designated Safeguarding Leads (DDSL) Junior School: James Entwisle (Deputy Head)	Email: jentwisle@channing.co.uk or safeguarding@channing.co.uk Telephone (term time): 020 8342 9862
Sophie Kitsis (Head of KS2 and DDSL)	Email: skitsis@channing.co.uk or safeguarding@channing.co.uk Telephone (term time): 020 8342 9862
Molly Brant (Head of EY and KS1 and DDSL)	Email: mbrant@channing.co.uk or safeguarding@channing.co.uk Telephone (term time): 020 8342 9862
Headmistress Lindsey Hughes	Email: hmsec@channing.co.uk Telephone number: 020 8340 2328
Chair of Governors Leanne Leigh	Email: chairman@channing.co.uk
Designated Governor for safeguarding and child protection (Safeguarding Governor) Dominic Oliver	Email: safeguarding@channing.co.uk or doliver@channing.co.uk

Contact details of the Safeguarding Team	Email: safeguarding@channing.co.uk Telephone number: 0208 340 2328
Bursar - Roy Hill	0208 340 2719 07572 605412 rhill@channing.co.uk

Key external contacts

<p>Designated Officer(s) of the local authority Senior School (Haringey):</p> <p>For CAMHS referrals (Haringey)</p> <p>Educational Welfare Service (Haringey)</p>	<p>Finola Owens (LADO for Haringey)</p> <p>5th Floor, 48 Station Road, Wood Green, London N22 7TY</p> <p>Telephone number: 07973437853</p> <p>Email: lado@haringey.gov.uk</p> <p>0208 702 3111</p> <p>Email: beh-tr.spoa@nhs.net</p> <p>0208 489 3866</p> <p>Email: ews@haringey.gov.uk</p>
<p>Designated Officer(s) of the local authority Junior School (Camden):</p>	<p>Sonia Forbes, LADO for Camden</p> <p>5 Pancras Square, London NIC 4AG</p> <p>Telephone number: 020 7974 4556 Email: LADO@camden.gov.uk</p>
<p>Haringey children's social care department¹</p>	<p>Telephone number: 020 8489 4470</p> <p>Email: hscp@haringey.gov.uk OR MashReferral@haringey.gov.uk</p> <p>Out of hours emergency: 020 8489 0000</p> <p>Duty team telephone number: 0208 489 3145</p>

¹ If you think a child or young person is at risk or being abused or neglected, contact the children's social care team at their local council. If you do not know where they live, contact your local council's team, the NSPCC or the Police for advice

Camden children's social care department²	<p>Telephone number: 020 7974 3317</p> <p>Email: LBCMASHadmin@camden.gov.uk OR cscp@camden.gov.uk</p> <p>Out of hours emergency: 020 7974 4444</p> <p>Duty team telephone number: 0207 974 6658</p>
Camden and Haringey Safeguarding Partners	<p>As above</p> <p>Telephone number: 020 7974 3317 (Camden) 020 8489 4470 (Haringey)</p> <p>Email: As above</p>

² If you think a child or young person is at risk or being abused or neglected, contact the children's social care team at their local council. If you do not know where they live, contact your local council's team, the NSPCC or the Police for advice

FGM reporting - non-emergency police contact number	101
School's Police Liaison Officer	
Prevent partners and advice about extremism	prevent@haringey.gov.uk (Haringey) prevent@camden.gov.uk (Camden) Non-emergency DfE advice 020 7340 7264 counter-extremism@education.gsi.gov.uk
UK Safer Internet Centre	0344 381 4772 helpline@saferinternet.org.uk
NSPCC whistleblowing helpline	Weston House 42 Curtain Road London EC2A 3NH Telephone: 0800 028 0285 Email: help@nspcc.org.uk https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/
Reporting serious wrongdoing to the Charity Commission	For further guidance see: https://www.gov.uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer whistleblowing@charitycommission.gsi.gov.uk
Report Abuse in Education helpline	A dedicated helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance, including for non-recent abuse. 0800 136 663 or email help@nspcc.org.uk

I **Aims**

I.1 This is the Safeguarding and child protection policy and procedures of Channing School (**School**).

I.2 The aims of this policy are as follows:

to actively promote the well-being of pupils³;

to safeguard and promote the welfare of children⁴, staff and others who come into contact with the School and to protect them from harm;

to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and / or allegations of abuse, neglect and / or exploitation;

to raise awareness about how to report concerns and how they will be investigated, whether they are current or historic in nature;

to raise staff awareness about the School's safeguarding expectations;

to ensure staff are competent to carry out their safeguarding responsibilities and feel supported in this role;

to ensure consistent good safeguarding practice throughout the School, to include the promotion of a zero tolerance approach to child-on-child sexual violence and harassment in which pupils are confident to report it and staff are confident to identify and respond to it; and

to promote a whole school culture of safety, equality and protection.

I.3 Every pupil should feel safe and protected from any form of abuse and neglect.

I.4 All staff should understand the indicators of abuse and neglect and specific safeguarding risks so that they can identify them and report any concerns about children. The indicators and key safeguarding risks for the School community are set out in Appendix I.

I.5 Members of the School community (to include alumnae) should also feel able to raise any safeguarding concerns, whether current or non-recent, safe in the knowledge that they

³ This wording reflects the requirements under the [Education \(Independent School Standards\) Regulations 2014](#) (see paragraph 34(1)(c) of the Schedule). Well-being means well-being within the meaning of section 10(2) of the Children Act 2004(a): the physical and mental health and emotional well-being; protection from harm and neglect; education training and recreation; contribution made by pupils to society; social and economic well-being.

⁴ This wording reflects the requirements in part 3 paragraph 7 of the ISSR.

will be supported, the matter will be handled sensitively and appropriate action taken.

- 1.6 Anyone about whom a concern is raised should feel confident that they will be supported and the matter will be handled sensitively and that appropriate action will be taken.
- 1.7 This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- 1.8 Although this policy is necessarily detailed, it is important to the School that our safeguarding policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

2 Scope and application

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).
- 2.2 This policy applies at all times including where pupils or staff are away from the School, whether they are on school-arranged activities or otherwise, and whether or not the School is open. It will therefore apply out of School hours and in the holidays.
- 2.3 This policy applies to core School activities and to out of hours and commercial activities.
- 2.4 This policy is designed to address:

- 2.4.1 the specific statutory obligations on the School to safeguard and promote the welfare of children; and

- 2.4.2 the School's charity law safeguarding duty to:

- (a) provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers;
 - (b) set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly;
 - (c) have adequate safeguarding policies, procedures and measures to protect people; and
 - (d) provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities, such as the

police, local authority and Charity Commission.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under the following legislation:

Education (Independent School Standards) Regulations 2014;

Statutory framework for the Early Years Foundation Stage (DfE, January 2024);

Education and Skills Act 2008;

Children Act 1989;

Children Act 2004;

Childcare Act 2006;

Safeguarding Vulnerable Groups Act 2006;

Children and Social Work Act 2017;

Data Protection Act 2018 and UK General Data Protection Regulation
(**UK GDPR**);

Equality Act 2010;

Human Rights Act 1998; and

Charities Act 2011.

- 3.2 This policy has regard to the following guidance and advice:

Statutory guidance:

- (a) [Keeping children safe in education](#) (DfE, September 2023) (**KCSIE**);
- (b) [Working together to safeguard children](#) (HM Government, updated December 2023) (**WTSC**);
- (c) [Disqualification under the Childcare Act 2006](#) (DfE, August 2018);
- (d) [Revised Prevent duty guidance for England and Wales](#) (HM Government, December 2023);
- (e) [Multi-agency statutory guidance on female genital mutilation](#) (HM Government, July 2020);

- (f) [Children missing education](#) (DfE, September 2016);
- (g) [Relationships education, relationships and sex education and health education guidance](#) (DfE, September 2021);
- (h) [Channel duty guidance: protecting vulnerable people from being drawn into terrorism](#) (HM Government, February 2021);
- (i) [PACE Code C 2019](#)

Non-statutory advice:

- (j) [What to do if you're worried a child is being abused: advice for practitioners](#) (HM Government, March 2015);
- (k) [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (HM Government, July 2018);
- (l) [Behaviour in schools: advice for headteachers and school staff](#) (DfE, September 2022);
- (m) [Working together to improve school attendance](#) (DfE, September 2022);
- (n) [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DCMS and UKCIS, December 2020)
- (o) [Searching, screening and confiscation: advice for schools](#) (DfE, September 2022);
- (p) [Teaching online safety in schools](#) (DfE, June 2019);
- (q) [Harmful online challenges and online hoaxes](#) (DfE, February 2021);
- (r) [Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation](#) (DfE, February 2017);
- (s) [Virginity testing and hymenoplasty: multi-agency guidance](#) (DHSC, July 2022);
- (t) [Safeguarding children and protecting professionals in early years settings: online safety considerations](#) (UK Council for Internet Safety, February 2019);
- (u) [Educate Against Hate](#) (HM Government 2018);

(v) [Equality Act 2010: advice for schools](#) (DfE, June 2018); and

(w) Sponsorship Duties (UKVI, October 2021)

Charities advice:

(x) [Safeguarding and protecting people for charities and trustees](#)
(Charity Commission, June 2022)

(y) [How to report a serious incident in your charity](#) (Charity Commission,
June 2019);

(z) [Reporting a serious incident in your charity when it involves a
partner](#) (Charity Commission, December 2019);

(aa) [Report serious wrongdoing at a charity as a worker or volunteer](#)
(Charity Commission, June 2019);

(bb) [Guidance on reporting safeguarding concerns in a charity](#) (Department
for Digital, Culture Media and Sport, March 2022);

Camden and Haringey Safeguarding Partners referral / threshold procedures /
guidance. For Haringey guidance is contained at the following reference -
<https://haringeyscp.org.uk/>. For Camden guidance is contained at <https://cscp.org.uk>.

3.3 The following School policies, procedures and resource materials are relevant to this policy:

Staff Code of Conduct;

Whistleblowing Policy;

Safer Recruitment Policy,

Visitors Policy and Procedures;

Online Safety Policy, including Pupil Digital Technology Acceptable Use Policy;

Discipline and Behaviour Policy, including the Channing Promise;

Anti-Bullying Policy;

Attendance Policy;

Risk Assessment for Pupil Welfare Policy;

Supervision and Before and After School Care Policy, including Missing Child Policy;
SEN and Equal Opportunities Policy;
Curriculum and Premises Accessibility Plans;
Health and Safety Policy I, II and III;
PSHE and RSE Policy;
Medical and Confidentiality Policy;
First Aid Policy; and
Mental Health Policy.

All of the above policies are available on the Staff Shared Drive [here](#).

4 **Publication and availability**

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the School Office during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:

References to the **Proprietor** are references to the Board of Governors;

References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working;

Safeguarding is the protection of people from harm.

Safeguarding and promoting the welfare of children is defined in WTSC and KCSIE as:

- (a) protecting children from maltreatment;
- (b) preventing impairment of children's mental and physical health

or development;

- (c) ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- (d) taking action to enable all children to have the best outcomes.

CSC means Children's Social Care and includes, depending on the context, the team based in the local authority where the School is located and, where appropriate, the team based in the local authority where the child is resident.

DSL means the School's Designated Safeguarding Lead in the Junior School or in the Senior School (as appropriate). References to the DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.

Designated Officer means Designated Officer at the local authority (often referred to as the LADO). The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners (local authority, Integrated Care Systems (ICSs) and the chief officer of police for an area any part of which falls within the local authority area).

Local Safeguarding Partners means the three safeguarding partners who make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The local arrangements relevant to the school can be found in Appendix 6.

References to **harmful sexual behaviour** in this policy refer to problematic, abusive and violent sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate and may cause developmental damage, may be harmful towards self or others, or abusive towards another child, young person or adult.

Reference to **staff** includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, supply staff, volunteers and Governors unless otherwise indicated.

Senior Leadership Team (**SLT**) comprises the Headmistress, Bursar, Deputy Head (DSL), Deputy Head (Academic), Head of the Junior School (DSL), Director of Communications, Marketing and Development, Head of Sixth Form, Assistant Head - Director of Digital Learning and Technology, Assistant Head -

Co-Curricular, Director of Partnerships & HE, Assistant Head - Teaching & Learning and Deputy Head of the Junior School.

The Junior School Senior Team (**JSST**) comprises the Head of the Junior School (DSL), Deputy Head of the Junior School, Deputy Head (Academic), Head of Key Stage 2, Head of Early Years and Key Stage 1 and Assistant Head - Co-Curricular.

6 Responsibility statement and allocation of tasks: the School's approach to safeguarding leadership

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy, including:

legal responsibility to ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, having regard to relevant guidance issued by the Secretary of State;

strategic leadership responsibility for the School's safeguarding arrangements; and

specific responsibilities to facilitate a whole school approach to safeguarding, set out in more detail in Part 2 of KCSIE.

6.2 The Proprietor:

appoints a Board level lead (the Safeguarding Lead Governor) on safeguarding matters, whose contact details are set out in the School contacts list at the front of this policy. The Safeguarding Lead Governor is contacted to discuss new significant safeguarding concerns and will meet at least once each term with the DSLs in the Senior and Junior School to discuss provision and trends. The termly safeguarding report is discussed with them before the full board meeting;

ensures that all members of the governing body receive appropriate safeguarding and child protection (including online) training, both on induction and thereafter regularly

updated. Training should be consistent with KCSIE and Local Safeguarding Partner guidance;

ensures it discharges its legal responsibilities under the Human Rights Act 1998 and the Equality Act 2010, having regard for the implications for safeguarding that such responsibilities can have;

ensures that appropriate arrangements are in place for the whole Board to discharge their function, including appropriate consideration of safeguarding matters at Board meetings and a holistic annual review of safeguarding; and

establishes appropriate delegation arrangements: the Senior School and the Junior School have respectively 5 and 3 Deputy Designated Safeguarding Leads who support the DSL and help manage cases. The whole school Safeguarding Committee which comprises the DSLs, DDSLs, School Counsellors, Nurses and Welfare Assistant meet half termly to discuss trends, share good practice and review practice;

establishes a Safeguarding Committee that meets termly to share good practice, look at trends in safeguarding in the School and to provide support to other members of the Committee;

reviews the written safeguarding report prepared by the DSL at the termly Board meetings.

6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Compliance Manager	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	DSLs	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	DSLs and DDSLs	As required, and at least annually

Formal annual review of the School's safeguarding policies	Proprietor	At least annually
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Task	Allocated to	When / frequency of review
and procedures and their implementation.		
Assessing the adequacy of safeguarding arrangements for those who use or hire premises	Proprietor	Before commencement of arrangement and thereafter at least annually

6.4 Headmistress

The Headmistress is responsible for the overall management of the School and for the management of concerns and allegations about staff.

The Headmistress ensures that the School's policies and procedures, adopted by the governing body and proprietor (particularly those concerning referrals of cases of suspected abuse and neglect) are understood, and followed by all staff.⁵

6.5 Designated Safeguarding Leads (DSL)

The DSL is a senior member of staff of the School's Senior Leadership Team with the necessary status and authority to take lead responsibility for all aspects of safeguarding and child protection (including online safety) throughout the School. The School appoints a DSL for both the Senior and Junior School. It is expected that the DSL for the Senior and Junior School will consult on safeguarding issues across the school.

The DSL will have the appropriate status and authority within the school to carry out the duties of the post, and the time, funding, training, resources and support to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and / or to support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the School contacts list at the front of this policy. The main responsibilities of the DSL are set out in Annex C of KCSIE.

⁵ Paragraph 78 KCSIE 2022

The DSL will also liaise with the Headmistress to inform them of issues relating to any police investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of PACE Code C and any other code of practice apply. The DSL will take lead responsibility for pupils who are looked after children (LACs).

The DSL for the Junior and Senior School will co-chair the School's Safeguarding Committee. The two DSLs will also prepare a termly written and anonymised safeguarding report ahead of the termly Governing Board meetings.

The DSL for the Senior School and the Junior School will also undertake the role of senior mental health lead and are responsible for developing a holistic approach to promoting and supporting the mental wellbeing of pupils and staff.

If the DSL is unavailable the activities of the DSL will be carried out either by the other DSL or by the Deputy DSL. The Deputy DSL's details are also set out in the School contacts list at the front of this policy.

7 Specific safeguarding duties in relation to children.

- 7.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility.
- 7.2 The School is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The School requires everyone who comes into contact with children and their families to share this commitment.

The School will:

- (a) understand its role in the safeguarding partner arrangements <https://haringeyscp.org.uk/p/guidance-and-legislation/child-safeguarding-practice-review-procedure-and-practice-guidance> (Haringey) and <https://cscp.org.uk/wp-content/uploads/2022/02/Thresholds-for-childrens-services.pdf> (Camden)
- (b) operate safeguarding procedures in line with locally agreed multi-agency safeguarding arrangements put in place by the Haringey and Camden Safeguarding Partners, the key details of which are contained in Appendix 6;
- (c) be alert to signs of abuse whether in school, within the child's family or from outside, and take steps to protect individuals from any form of abuse, or neglect whether from an adult or another child;
- (d) include opportunities within the curriculum for children to develop the

skills they need to recognise, and stay safe from abuse;

- (e) promote the systems in place in school for children to confidentially report abuse, ensuring they know their concerns will be treated seriously, they can safely express their views and give feedback;
- (f) take active steps to promote school attendance;
- (g) allow staff to determine how best to build trusted relationships with pupils which facilitate communication within the parameters of the Staff Code of Conduct;
- (h) deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with appropriate education, child protection and / or welfare plans;
- (i) design and operate procedures which, so far as possible, ensure that staff pupils and others who are innocent are not prejudiced by malicious, false, unsubstantiated or unfounded allegations;
- (j) prepare staff to identify children who may benefit from early help and encourage them to be particularly alert to the potential need for early help for children with the indicators listed in KCSIE or WTSC;
- (k) be alert to children who are at potentially greater risk of harm including children who need a social worker and children requiring mental health support;
- (l) be alert to the needs of pupils with physical or mental health conditions, special educational needs or disabilities, which could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and where additional barriers can exist when detecting abuse or neglect;
- (m) encourage a culture of listening to pupils and victims of abuse and taking account of their wishes and feelings in any measure put in place and actions taken by the School to protect them. Staff training and induction include reference to the need for a culture of listening and there are regular updates and training sessions throughout the year on relevant issues. Pupils are encouraged to discuss issues with their Form Tutor or Head of Year (Senior School) or Form Teacher (Junior school) in the first instance. In addition, the School has on site counseling and nursing provision. The School is also able to provide signposting to external agencies where

appropriate;

- (n) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- (o) assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- (p) identify pupils who may be vulnerable to radicalisation and know what to do when they are identified; and
- (q) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the School or in the local area. See Appendix 6 - Local arrangements for more details.
- (r) ensure that appropriate policies and procedures are in place to ensure the safety, wellbeing and protection from exploitation of the children which it sponsors to study in the UK under the Child Student route, including ensuring the children's living arrangements meet the requirements of the route, sites at which children are taught or accommodated meet all legally required standards and all staff coming into contact with children have current enhanced Disclosure and Barring Checks.

7.3 Staff may follow the School's Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details). Staff may also report concerns directly to the School's Local Authority or to the Charity Commission if they consider that the School has failed to deal with concerns appropriately.

8 Reporting obligations of staff

8.1 Reporting obligations generally

Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best interests** of the pupil.

Staff should be aware that pupils may not feel ready or know how to tell someone

that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful e.g. a child may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and/or sexual orientation or language barrier. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff have a duty to:

- (a) report any concerns they may have about the safety and / or well-being of pupils;
- (b) report any concerns they may have about the safety and / or well-being of other persons associated with the School;
- (c) report any safeguarding concerns about staff or anyone else associated with the School; and
- (d) follow up on any such reports to ensure that appropriate action is or has been taken.

The procedures for doing so are set out below. If staff are unsure about the appropriate process to use, they should not hesitate to exercise professional curiosity and speak to the DSL, any member of the Senior Leadership Team or the Junior School Senior Team or directly to children's social care (whether in the School's local authority or that local to the child's home address) or police in their absence for guidance.

8.2 What to do if staff have a concern about a pupil's welfare

If staff have **any concern about a pupil's welfare**, they should follow the procedures in this policy and report their concern to the DSL (or the DDSL in the DSL's absence) **immediately**.

- (a) The contact details of the DSL and DDSL are set out in the contacts list at the front of this policy;
- (b) See Appendix 2 for guidance about what to do when receiving a disclosure and paragraph 23 below relating to recording a concern.

A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support, to an emerging problem or to a potentially unmet need, or may reflect a concern that a child may

be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.

Teachers and any regulated professionals such as nurses and counsellors must report known or suspected cases of female genital mutilation (**FGM**) to the police. See Appendix 1 for further information about FGM and this reporting duty. We encourage all other staff to contact the police to report known or suspected cases of FGM. In addition all staff must refer FGM concerns to the DSL immediately.

If the concern involves an **allegation or concern raised about a member of staff**, supply staff, contractors or volunteers this must be reported in accordance with the procedures set out in Appendix 4 and parts 1 and 4 of KCSIE.

What if the DSL is unavailable?

- (c) The DSL or the DDSL should always be available to discuss safeguarding concerns and may be contacted on their mobile phones and via email in relation to any safeguarding concerns out of School hours.
- (d) If in exceptional circumstances the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to their line manager or a member of the SLT/SMT and / or advice should be taken from children's social care. Their contact details are set out at the front of this policy.
- (e) Where a child is suffering, or is likely to suffer from harm, a referral to children's social care and / or police should be made immediately. Staff should be aware of the process for making referrals direct to children's social care and / or the police in these circumstances. See section 11 below for further details on making a referral.
- (f) Any action taken by a member of staff pursuant to this requirement should then be shared with the DSL or DDSL, or a member of the SLT/SMT, as soon as is practically possible.

8.3 Action by the DSL

On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the appropriate Local Safeguarding Partners procedures and referral threshold document. Such action may include:

- (a) managing any support for the pupil internally via the School's own pastoral support processes, seeking advice from children's social care where

required (see 9 below);

- (b) undertaking an early help assessment (which generally requires parental consent) (see 10 below); or
- (c) making a referral for statutory services (see 11 below).

The views of the child will be taken into account when considering the appropriate course of action, but will not be determinative.

Where the concern relates to the welfare of a pupil who is aged 18 or over, the DSL will consider whether it is necessary to refer such concerns to the Safeguarding Adults Board rather than, or in addition to, children's social care.

If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

9 Managing support for pupils internally

- 9.1 The School has a framework for the identification, assessment, management and review of risk to pupil welfare, so that appropriate action can be taken to reduce the risks identified. See section 22 and the School's Risk assessment policy for pupil welfare.
- 9.2 The School will ensure that appropriate advice and consultation is sought about the management of safeguarding issues, including advice from CSC where necessary.

10 Early help assessment

- 10.1 Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage of a child or young person's life to parents, children or whole families, and is generally supported by CSC in consultation with the family.
- 10.2 The School understands that providing early help is more effective in promoting the welfare of children than reacting later.
- 10.3 The School's safeguarding training includes guidance about early help processes and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:

is disabled or has certain health conditions and has specific additional needs;

has special educational needs (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 into 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 substance abuse, adult mental health problems or domestic abuse;

is misusing alcohol or other drugs themselves;

is looked after or has returned home to their family from care;

is at risk of "honour-based" abuse such as Female Genital Mutilation or Forced Marriage;

is a privately fostered child; and

is persistently absent from education including persistent absences for part of the School day.

- 10.4 A member of staff who considers that a pupil may benefit from early help should keep a written record of their concerns and in the first instance discuss this with the DSL (see paragraph 23 below and Appendix 2 for further guidance). The DSL will consider the appropriate action to take in accordance with the child's Safeguarding Children Partners menu of early help services and their referral threshold document and will support staff in liaising with parents and other agencies and setting up an inter-agency assessment as appropriate.
- 10.5 If early help is appropriate, staff may be required to support other agencies and professionals in an early help assessment and will be supported by the DSL in carrying out this role. In some cases School staff may be required to take a lead role.
- 10.6 The matter will be kept under review and consideration given to a referral to children's

social care for assessment for statutory services if the pupil's situation appears to be getting worse, or does not appear to be improving.

11 Making a referral

11.1 Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately.

11.2 "Harm" is the "ill treatment or impairment of the health or development of a child." Seeing or hearing the ill-treatment of another person is also a form of harm. It can be determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child."

11.3 The contact details for the School's CSC teams are set out at the front of this policy. Staff should bear in mind that referrals may be required to the School's CSC team and / or the pupil's CSC team.

11.4 Anyone can make contact with CSC to discuss concerns before a referral is made. This includes professionals as well as a child themselves, family members and members of the public. The child's local safeguarding partners will have a threshold of need framework and guidance which will provide more information which can support decision making in relation to contacting CSC.

11.5 Statutory assessments

Children's social care may undertake a statutory assessment under the *Children Act 1989* into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

- (a) **Children in need:** *A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the*

provision of services; or a child who is disabled . Children in need may be assessed under section 17 of the Children Act 1989.

- (b) **Children suffering or likely to suffer significant harm:** Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that *a child is suffering, or is likely to suffer, significant harm* .

11.6 Anybody can make a referral. Staff required to make a direct referral may find helpful the flowchart set out on page 22 of KCSIE and the flowcharts set out in Chapter 1 of WTSC for information about the likely actions and decisions required. These are included in the documents referred to in Section 3.2 above.

11.7 Parental consent is not required for referrals to statutory agencies but staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:

personal details of the child including the child's developmental needs;

detailed information about the concern;

information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.

11.8 If the referral is made by telephone, this should be followed up in writing.

11.9 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

11.10 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

11.11 Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves, in accordance with the procedures set out in Appendix 6.

12 Allegations against pupils - child-on-child abuse

12.1 Allegations against pupils should be reported in accordance with the procedures set out

in this policy in Appendix 3. If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 of KCSIE and take into account the local response of the police and children's social care to these issues. The views of the alleged victim will be taken into account but will not be determinative.

- 12.2 All those involved in such allegations will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

13 Extra-familial harm

- 13.1 Safeguarding incidents and / or behaviours can be associated with factors outside the School and / or can occur between children outside the School, inside and outside of home and online.
- 13.2 All staff, including the DSL, should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and / or welfare, and should record these appropriately.
- 13.3 Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.
- 13.4 Extra-familial harm: all staff, but especially the DSL (and DDSL) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

14 Risk assessment

- 14.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 14.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 14.3 The Deputy Head and Deputy Head in the Junior School have overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for

ensuring that the relevant findings are implemented, monitored and evaluated.

- 14.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.

15 What to do if staff have a safeguarding concern about someone else's welfare

- 15.1 Staff who have safeguarding concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.
- 15.2 In the absence of an express procedure about reporting, they should report such concerns to their line manager or the DSL in the first instance.

16 Allegations made and or / concerns raised about staff and others in School

- 16.1 The School has a policy and procedures for managing allegations made and / or concerns raised about any adult working for, or on behalf of, the School, whether paid or unpaid, or any other Adult (as defined in paragraph 2.3 of Appendix 4) which may affect the safety and welfare of children.
- 16.2 The procedures in this policy apply to staff who pose a risk of harm to children or may behave in a way that indicates that they may be unsuitable to work with children. They also apply to low level concerns that do not meet the harm threshold. The procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, unfounded, false, or unsubstantiated allegations. The policy and procedures are set out in Appendix 4 and follow the guidance in Parts 1 and 4 of KCSIE.
- 16.3 The School will follow its employment procedures for dealing with any other safeguarding concern raised about staff, involving external agencies as appropriate.
- 16.4 Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the School in relation to contact with pupils, parents, colleagues and any other person who comes into contact with the School. This guidance is contained in the Staff Code of Conduct and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

17 Informing parents

- 17.1 Parents will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult

the Designated Officer(s), children's social care, the police and / or the pupil before discussing details with parents.

17.2 In all cases, the DSL will be guided by the Haringey and Camden Safeguarding Partners referral threshold document or the borough in which the child lives.

17.3 See also Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff.

18 Additional reporting

18.1 In addition to the reporting requirements explained above, the School will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

Health and Safety Executive

- (a) The School is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. Please see the School's Health and Safety Policy for further details about this.

Charity Commission

- (b) The School is a registered charity and will report all serious incidents to the Charity Commission promptly in accordance with the guidance [How to report a serious incident in your charity \(Charity Commission, June 2019\)](#) .

Disclosure and Barring Service (DBS)

- (c) A referral to the DBS will be made promptly if the criteria are met. See Appendix 4, for further details.

Teaching Regulation Agency (TRA)

- (d) Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed, or would have been dismissed if they had not resigned. See Appendix 4 for more details.

Insurers

- (e) The School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and / or brokers. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies.

- (f) Care should be taken to ensure this is done before renewal to ensure that the School complies with its duties under the Insurance Act 2015. If the School is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer, professional advice should be sought.

UK Visas and Immigration

- (g) In the event that a pupil holding a Student or Child Student visa sponsored by the School under the Points Based System goes missing, the School will report to UKVI if the pupil misses ten consecutive expected contact points.
- (h) Each time the School's attendance register is completed is treated as a contact point for these purposes.
- (i) The report will be made by the School's Level 1 user via the Sponsor Management and in accordance with prevailing UKVI guidance.

19 Safer recruitment and supervision of staff

- 19.1 The School is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation). See the School's separate Safer Recruitment Policy.
- 19.2 The School maintains a single central register of appointments for all staff.
- 19.3 Staff connected to the School's Early Years and later years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Safer Recruitment policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.
- 19.4 The School's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the School's separate Visitors Policy and Procedure and Approval Form.

20 Use of mobile technology

- 20.1 The School's policy on the use of mobile technology, including phones, cameras and any other electronic devices with imaging and sharing capabilities, in the School, is as

follows:

the School's Digital Technology Acceptable Use Policy for pupils and e-Safety rules for EY&KS1/KS2 set out the expectations of pupils from Reception to Year 13. Pupils in Reception to Year Four are not permitted to bring mobile devices onto the premises. Year 5 and 6 pupils can bring a mobile device to School but they must hand it in to their Form Teacher upon arrival and collect it when the School finishes;

all staff (including staff in the EYFS setting) should use mobile devices in accordance with the guidance set out in the Staff Code of Conduct, the School's Online Safety Policy and the School's photographic policy. A copy of the Photographic Policy is included in this policy.

20.2 The School allows access to the internet onsite. Appropriate internet safety measures are taken to manage associated risks, including use of filters and monitoring of usage.

20.3 The School's approach to online safety is set out in the School's Online Safety policy.

21 Training

21.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

21.2 The level and frequency of training depends on the role of the individual member of staff.

21.3 The School maintains written records of all staff training.

21.4 All training will be carried out in accordance with Haringey and Camden Safeguarding Partners procedures where possible.

Induction

All staff, including temporary staff and volunteers, will be provided with induction training that includes (and where relevant includes the provision of copies of):

- (a) this policy;
- (b) the role, identity and contact details of the DSL and his / her Deputies;
- (c) the Behaviour and Discipline policy for pupils;
- (d) the Anti-bullying Policy, which includes details of the School's policy

on cyberbullying and prejudice-based and discriminatory bullying ;

- (e) the staff Code of Conduct
- (f) the Whistleblowing Policy
- (g) Acceptable Use of Technologies policy for staff
- (h) the safeguarding response to children who go missing from education;
- (i) the School's approach to online safety, including the School's expectations, roles and responsibilities in relation to filtering and monitoring;
- (j) safeguarding training in accordance with Haringey and Camden Safeguarding Partners' procedures including guidance on managing a report of child-on-child harmful sexual behaviour;
- (k) where determined appropriate by the Proprietor, a copy of Annex A of KCSIE for those staff not working directly with children; or
- (l) a copy of Part I and, where appropriate, Annex B of KCSIE for school leaders and those who work directly with children; and
- (m) appropriate Prevent duty training.

Safeguarding training

Staff not working directly with children will receive a copy of this policy and, where determined appropriate by the Proprietor, Annex A of KCSIE and will be required to confirm that they have read and understand these;

All staff working directly with children will receive a copy of this policy and Part I and where appropriate, Annex B of KCSIE, and will be required to confirm that they have read and understand these.

Members of the SLT/JSST (including the Headmistress) and the Safeguarding Lead Governor will receive a copy of this policy and be expected to read all of KCSIE.

The Headmistress and all staff members will undertake appropriate safeguarding training which will be updated at least annually and in line with the advice provided by Haringey and Camden Safeguarding Partners. In addition, all staff members will receive informal safeguarding and child protection updates including online safety via email, e- bulletins and staff meetings on a regular basis and at least annually.

Staff development training will also include training on online safety, searching pupils for prohibited and banned items, and Prevent duty training assessed as appropriate for them by the School.

Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child-on-child abuse, harmful sexual behaviour, child criminal and child sexual exploitation, female genital mutilation, cyberbullying, prejudiced-based and discriminatory bullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

All Governors receive safeguarding training (including online safety) on induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the School's safeguarding policies in place are effective and support a robust whole school approach to safeguarding. This training will be regularly updated.

The Safeguarding Lead Governor and the Chair of Governors will receive additional appropriate training to enable them to fulfil their safeguarding responsibilities. As part of that training the Safeguarding Lead Governor will be expected to read the entirety of KCSIE. All other Governors will be expected to read KCSIE.

The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant knowledge, skills and experience to safeguard children effectively, including questionnaires, staff meetings and INSET training. This includes information on how staff can report concerns occurring out of hours / out of term time and should, where appropriate, refer to the School's risk assessment for out of hours/out of term safeguarding arrangements.

Designated Safeguarding Lead (DSL)

- (n) The DSLs and Deputy DSLs will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes inter-agency working and Prevent awareness training and will be updated at least every two years.
- (o) In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of

the DSL, see Annex C of KCSIE.

- (p) Prevent duty training will be consistent with the Government's Prevent training for schools. See [Educate Against Hate](#) (HM Government, 2018) for further details.

Teaching pupils about safeguarding

- (q) The School teaches pupils about safeguarding through the curriculum and the PSHE curriculum. This includes guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.
- (r) The School recognises that a one size fits all approach may not be appropriate for children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- (s) Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through PSHE education including relationships education / relationships and sex education appropriate to their age and stage of development. It will tackle issues such as: healthy and respectful relationships, boundaries and consent, stereotyping prejudice and equality, body confidence and self-esteem, how to recognise abusive relationships, including coercive and controlling behaviour, concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, harassment, rape, domestic abuse, so-called "honour-based" violence and how to access support, what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- (t) Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled. This is covered in PSHE lessons, Assemblies and Form Time.
- (u) The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial/pastoral activities so that pupils learn how to keep themselves safe on-line and when accessing remote learning. The Proprietor has

ensured appropriate filters and monitoring systems are in place and is mindful that this should not lead to unnecessary restrictions on learning.

- (v) The School keeps in regular contact with parents and carers to reinforce the importance of pupils being safe online and make them aware of the systems in place to filter and monitor online use and the sites pupils will be expected to access during learning.

22 Monitoring and review

- 22.1 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Proprietor as necessary and seeking contributions from staff. The DSL will update the Senior Leadership/Junior School Senior Team regularly on the operation of the School's safeguarding arrangements.
- 22.2 Any safeguarding incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Proprietor. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses with regards to safeguarding arrangements at any time will be remedied without delay.
- 22.3 This policy will be updated whenever needed to ensure that it remains up to date with safeguarding issues as they emerge and evolve, including in relation to lessons learned.
- 22.4 The Proprietor will also undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. It will also undertake an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks its pupils face.
- 22.5 The DSL will work with the Safeguarding Lead Governor to prepare a written report. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled, including lessons learned; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The Proprietor should also consider independent corroboration, such as:

inspection of records or feedback from external agencies including the Designated Officer(s);

reports of ISI inspections;

the outcome of any relevant complaints, claims or related proceedings; and

press reports.

- 22.6 The Proprietor will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Proprietor will be made.

23 Record keeping

- 23.1 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the School. Information should be kept confidential and stored securely. Concerns and referrals will be kept in a separate child protection file for each child. These should include:

a clear and comprehensive summary of the concern;

details of how the concern was followed up and resolved; and

a note of any action taken, decisions reached and the outcome.

- 23.2 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

- 23.3 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

- 23.4 Insofar as pupil records are concerned:

Staff must record all concerns about a pupil on the School's pro forma record which is available on CPOMS, a software used by the School for Safeguarding. Guidance on record keeping is set out in Appendix 2.

The DSL will open a child protection file following a report to them of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and

detail of the action taken.

Information sharing and multi-agency working

The School will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The School will always act in order to safeguard and promote the welfare of others.

The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people, including their educational outcomes. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern. Schools have clear powers to share, hold and use information for these purposes and the UK GDPR and Data Protection Act 2018 provide a framework to ensure that personal information is shared appropriately.

When the School receives a request for safeguarding information (e.g. a subject access request from a parent or a request from the police), the School will carefully consider its response to make sure that any disclosure is in accordance with its obligations under the UK GDPR and Data Protection Act 2018. The School will also have regard to its data protection policies. The School's Data Protection Officer will work with the DSL as appropriate to determine what should be disclosed.

The School will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the Children Act 1989.

Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

Appendix I Forms of abuse and neglect and specific safeguarding risks

I Abuse and neglect

- 1.1 Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another; therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).
- 1.2 Children can also abuse their peers online: this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

2 Definitions of abuse and neglect

- 2.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- 2.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 2.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child

from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying and prejudiced-based or discriminatory bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- 2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it. The school policy and procedures can be found in Appendix 3.
- 2.5 **Neglect:** the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3 **Signs of abuse**

- 3.1 Possible signs of abuse include, but are not limited to:
- 3.1.1 the pupil says she has been abused or asks a question or makes a comment which gives rise to that inference;
 - 3.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of

injuries and there is a pattern to the injuries;

3.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;

3.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

3.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being;

3.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;

3.1.7 the pupil is reluctant to go home, or has been openly rejected by her parents or carers; and

3.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

3.2 Mental health problems can also be a sign of abuse, neglect or exploitation.

3.3 The Haringey or Camden Safeguarding Partners can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused](#) (March 2015) provides advice in identifying child abuse. The [NSPCC website](#) is also a good source of information and advice.

4 Specific safeguarding issues

4.1 Statutory guidance acknowledges the following as specific safeguarding issues:

4.1.1 child abduction and community safety incidents;

4.1.2 children and the court system;

4.1.3 children missing from education (absent from education) (see section 5 below);

4.1.4 children with family members in prison;

4.1.5 child criminal exploitation and child sexual exploitation (see section 7 below);

4.1.6 county lines (see section 8 below);

- 4.1.7 modern slavery and the national referral mechanism;
- 4.1.8 cybercrime; (see section 10 below)
- 4.1.9 domestic abuse (see section 11 below);
- 4.1.10 homelessness;
- 4.1.11 mental health;
- 4.1.12 so-called "honour-based" abuse (including Female Genital Mutilation and Forced marriage) (see sections 12, 13 and 14 below);
- 4.1.13 preventing radicalisation (see section 15 below);
- 4.1.14 child-on-child abuse (see Appendix 3);
- 4.1.15 sexual violence and sexual harassment between children in schools and colleges (see Appendix 3);
- 4.1.16 serious violence;
- 4.1.17 upskirting (see section 19 below).
- 4.2 Further advice and links to guidance on these specific safeguarding issues can be found in Annex A of KCSIE. Staff should be particularly aware of the safeguarding issues set out below.

5 Children missing (absent) from education

- 5.1 Children being absent from education, particularly persistently, can act as a vital warning sign of a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, "honour-based" abuse or risk of forced marriage. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.
- 5.2 Where reasonably possible the School will hold more than one emergency contact for each pupil.
- 5.3 The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

- 5.4 This will assist the local authority to:
- 5.4.1 fulfil its duty to identify children of compulsory school age who are missing from education; and
 - 5.4.2 follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation or involvement with serious violent crime.
- 5.5 The School shall inform the local authority of any pupil who:
- 5.5.1 fails to attend School regularly; or
 - 5.5.2 has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

6 Elective Home Education (EHE)

- 6.1 Where a parent expresses their intention to remove a pupil from School with a view to educating at home, the School will work with the local authority and other key professionals to coordinate a meeting with parents where possible, ideally before a final decision has been made. This is to ensure parents have considered what is in the best interests of their child. This will be particularly important where a child has SEND, is vulnerable, and / or has a social worker.

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

- 7.1 Both CSE and CCE are forms of abuse where an individual or group (adult or another child) takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity:
- 7.1.1 in exchange for something the victim needs or wants e.g. money, gifts or affection; and / or
 - 7.1.2 for the financial advantage or increased status of the perpetrator or facilitator; and / or
 - 7.1.3 through violence or threat of violence to victims (and their families).
- 7.2 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.

- 7.3 CSE and CCE can affect children of any sex and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- 7.4 International pupils may be particularly vulnerable to trafficking, particularly those who are or will be in the UK without their parent(s) or legal guardian, and schools which hold a Child Student sponsor licence may be targeted by traffickers as a means of facilitating a child's entry to the UK for the purposes of CSE or CCE.
- 7.5 The victim may have been exploited even if the activity appears consensual.
- 7.6 CCE can include children being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.
- 7.7 Some of the following can be indicators of both CSE and CCE, including children who:
 - 7.7.1 appear with unexplained gifts, money or new possessions;
 - 7.7.2 associate with other young people involved in exploitation;
 - 7.7.3 suffer from changes in emotional well-being;
 - 7.7.4 misuse drugs and alcohol;
 - 7.7.5 go missing for periods of time or regularly come home late; or
 - 7.7.6 regularly miss school or education or do not take part in education.
- 7.8 Children who have been exploited will need additional support to help maintain them in education.
- 7.9 CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Further guidance is available at the following link.
- 7.10 The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can children who:

7.10.1 have older boyfriends or girlfriends; or

7.10.2 suffer from sexually transmitted infections or become pregnant.

8 County lines

8.1 County lines⁶ is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move store and sell drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

8.2 Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

8.3 A number of the indicators for CSE and CCE as detailed above (and in Annex B of KCSIE) may also be applicable to children involved in county lines.

8.4 Additional reporting duties:

8.4.1 if a child is suspected to be at risk of, or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services / third sector providers who offer support to victims of county lines exploitation;

8.4.2 where a pupil may have been trafficked for the purpose of transporting drugs, a referral to the National Referral Mechanism⁷ should be considered.

9 Serious violence

9.1 Indicators which may signal children are at risk from, or are involved with serious violence crime may include:

9.1.1 increased absence from school;

9.1.2 a change in friendships or relationships with older individuals or groups;

⁶ See the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance for more information.

⁷ For further information and a definition of trafficking, see: National Crime Agency - modern slavery and human trafficking and the DfE and Home Office guidance: Trafficking: safeguarding children

- 9.1.3 a significant decline in performance;
 - 9.1.4 signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries;
 - 9.1.5 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.
- 9.2 Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence e.g. [being male], having frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Further advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

10 Cybercrime

- 10.1 Cybercrime is a criminal activity committed using computers and / or the internet. It is broadly categorised as either "cyber-enabled" (crimes that can happen off-line but enabled at scale and speed online e.g. fraud, purchasing of illegal drugs, child sex abuse and exploitation) or "cyber-dependent" (crimes that can only be committed by using a computer).
- 10.2 Cyber-dependent crimes include
- 10.2.1 unauthorised access to computers (illegal hacking) e.g. accessing a school's computer network to look for test papers or change grades awarded;
 - 10.2.2 Denial of Service (**Dos** or **DDos**) attacks or "booting" - attempts to make a computer, network or website unavailable by overwhelming it with internet traffic;
 - 10.2.3 making, supplying or obtaining malware e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with intent to commit further offence.
- 10.3 Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
- 10.4 The DSL (or DDSL) should consider referring to the Cyber Choices programme if they have concerns. This is a nationwide programme which intervenes when 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.

11 Domestic abuse

- 11.1 Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.
- 11.2 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). All of this can have a detrimental and long-term impact on their health, well-being, development and ability to learn.
- 11.3 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- 11.4 Further advice on identifying children who are affected by domestic abuse and how they can be helped can be found in Annex B of KCSIE. This includes details about Operation Encompass which operates in all police forces across England, helping schools and police work together to provide emotional and practical help to children.

12 So-called "honour-based" abuse

- 12.1 All forms of so-called "honour-based" abuse are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which should be taken into account when deciding what safeguarding action to take. Staff should speak to the DSL if they have any doubts.
- 12.2 If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

13 Female Genital Mutilation (FGM)

- 13.1 FGM is a form of so-called "honour-based" abuse. It comprises 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.
- 13.2 There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-43 of the Multi-agency statutory guidance on FGM (HM Government, July 2020) (pages 61-63 focus on the role of schools).
- 13.3 All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for staff to see visual evidence, and they should not be examining pupils. Unless there is a good reason not to, all members of staff should still consider and discuss any such case with the DSL and involve children's social care as appropriate.
- 13.4 If the teacher or regulated professional is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory reporting of female genital mutilation - procedural information (January 2020) for further details about the duty.
- 13.5 Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff. The National FGM Centre has also produced FGM guidance to help schools understand their role in safeguarding girls, engaging parents and teaching about FGM.

14 Forced marriage

- 14.1 Forced marriage is also a form of so-called "honour-based" abuse. Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

- 14.2 Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 35-37 of the Multi-agency guidelines: handling case of forced marriage (HM Government, March 2022).
- 14.3 Staff should speak to the DSL if they have any concerns. Pages 75-80 of the Multi-agency guidelines: handling case of forced marriage (HM Government, March 2022) focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or fmufcdo.gov.uk for advice and information.

15 Radicalisation and the Prevent duty

- 15.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- 15.2 The School aims to build pupils' resilience to radicalisation by promoting Fundamental British Values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 15.3 The School has adopted the government's definitions for the purposes of compliance with the Prevent duty:
- 15.4 **Extremism:** *"vocal or active opposition to Fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas."*
- 15.5 **Radicalisation:** *"the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups."*

- 15.6 **Terrorism:** *"an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and made for the purpose of advancing a political, religious or ideological cause."*
- 15.7 Although there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).
- 15.8 It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.
- 15.9 Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel duty guidance: protecting vulnerable people from being drawn into terrorism](#) (HM Government, February 2021) The DfE and Home Office's briefing note [The use of social media for online radicalisation](#) (DfE, July 2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

16 Child-on-child abuse

- 16.1 All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or online.
- 16.2 The School's policy and procedures for dealing with child-on-child abuse can be found in Appendix 3 below.

17 Online safety

- 17.1 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.
- 17.2 It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective, whole school approach to online safety empowers a school to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- 17.3 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - 17.3.1 **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - 17.3.2 **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.
 - 17.3.3 **conduct:** personal 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; and
 - 17.3.4 **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils, students or staff are at risk, it should be reported to the Anti-Phishing Working Group .

18 Sharing nudes and semi-nude images and videos

- 18.1 Consensual and non-consensual sharing of nudes and semi-nude images and / or videos can be signs that children are at risk.
- 18.2 "Sharing nudes and semi-nudes" means the taking and sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline e.g. via Apple's AirDrop. This is also known as sexting or youth produced sexual imagery.

- 18.3 The School treats all incidents of sharing nudes and semi-nude images as safeguarding matters to be actioned in accordance with this policy.
- 18.4 Members of staff must not intentionally view any nude or semi-nude images which are reported to them, or copy, print or share the images under any circumstances. In referring to any incident of sharing images, members of staff should describe the content of the images as reported to them.
- 18.5 The DSL may in exceptional circumstances view images with the prior approval of the Headmistress and only where:
- 18.5.1 it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
 - 18.5.2 it is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the pupil or parent in making a report; or
 - 18.5.3 a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable or images have been found on the School's devices or network.
- 18.6 Where viewing an image is unavoidable:
- 18.6.1 viewing should take place on School premises wherever possible;
 - 18.6.2 the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
 - 18.6.3 a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;
 - 18.6.4 full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
 - 18.6.5 any member of staff who views an indecent image should be given appropriate support.
- 18.7 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.
- 18.8 If an electronic device that is prohibited by the School rules has been seized and

the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

- 18.9 If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.
- 18.10 If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).
- 18.11 Where a pupil receives unwanted images, the School should advise the pupil and their parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.
- 18.12 The UK Council for Internet Safety's advice note [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DCMS and UKCIS, December 2020) contains details of support agencies and provides further information for schools on how to respond to incidents of sexting.
- 18.13 The Home Office has published [Indecent images of children: guidance for young people](#) (Home Office, November 2019) to help young people understand the law on indecent images of children and how to navigate the internet confidently and safely within legal boundaries.

19 Upskirting

- 19.1 Upskirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.
- 19.2 Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence e.g. if actions are taken to do something that is more than merely preparatory to committing the offence such as attempting to take a photograph on a telephone or camera but failing to do so because of lack of storage space or battery.

- 19.3 The School will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under the School's child protection procedures.
- 19.4 All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to sharing sexual images / sexting.

20 Special educational needs and disabilities or physical health issues

- 20.1 The School welcomes pupils with special educational needs and disabilities (SEND) and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policy on special educational needs and learning difficulties and disability policy.
- 20.2 Additional barriers can exist when detecting the abuse or neglect of pupils with SEND or certain medical or physical health conditions that can create additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:
 - 20.2.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;
 - 20.2.2 pupils with SEND or certain health conditions may be more prone to peer group and isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;
 - 20.2.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content/behaviour in school without understanding the consequences; and
 - 20.2.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.
- 20.3 The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

21 Looked after children and previously looked after children

- 21.1 The Proprietor ensures that staff have the skills, knowledge and understanding to keep looked after children safe and the information they need in relation to a

child's looked after legal status, for example:

21.1.1 whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;

21.1.2 contact arrangements with birth parents or those with parental responsibility;

21.1.3 information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him / her.

21.2 The DSL maintains these details, including contact details of the child's social worker. See 6.5.4 in the policy for the DSL's role in relation to pupils who are looked after children.

22 Care leavers

23 The DSL will liaise with the local authority personal advisor to guide and support care leavers as necessary regarding any issues of concern.

24 Pupils who are lesbian, gay, bi, or trans (LGBT)

24.1 The School recognises that pupils who are or perceived to be LGBT are vulnerable to being targeted by other children. It follows its own protocol on [gender identity](#).

24.2 LGBT inclusion is taught as part of the statutory PSHE including relationships and sex curriculum.

24.3 All staff are aware of these vulnerabilities and the School endeavours to provide a safe space to speak out or share concerns.

Appendix 2 Concerns about a child - guidance for staff

I Receiving a disclosure

- 1.1 Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.
- 1.2 Do not ask leading questions, i.e. a question which suggests its own answer. Use "tell me, explain to me, describe to me" (**TED**) questioning. It is particularly important not to continue questioning a pupil if they disclose something which suggests that a criminal offence may have been committed – the police will need to take the lead on investigating and your questioning might compromise possible criminal proceedings.
- 1.3 Take the pupil to the School Nurse/Welfare Assistant if there is a medical need and do not examine the injury yourself.
- 1.4 Reassure the pupil they are being taken seriously and they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.
- 1.5 Do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken.
- 1.6 Keep a sufficient written record of the conversation (see 2 below). All other evidence, for example, scribbled notes, mobile devices containing text messages, clothing, computers, must be kept securely with the written record.
- 1.7 Pass on the record when reporting the concern in accordance with this policy.

2 Recording a concern

- 2.1 Staff must record all concerns in writing.
- 2.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:
 - 2.2.1 the pupil's details: name; date of birth; address and family details;
 - 2.2.2 date and time of the event / concern / conversation;
 - 2.2.3 a clear and comprehensive summary of the event/concern / conversation;
 - 2.2.4 details of how the concern was followed up and resolved,

- 2.2.5 a note of any action taken and by whom, decisions reached and the outcome;
 - 2.2.6 the name and position of the person making the record.
- 2.3 The School uses the safeguarding software CPOMS to record any concern. They should be completed and passed on promptly when reporting the matter in accordance with this policy using the link channing.cpoms.net. The record can be completed after an initial discussion with the DSL if urgent and/or completed with the DSL where appropriate. The record can also be completed before talking with the DSL when there is not immediate danger. Staff are advised that if unsure to speak with the DSL and to treat safeguarding matters with urgency.

Use of reasonable force

- 2.4 There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. "Reasonable" in these circumstances means using no more force than is needed.
- 2.5 Staff should refer to Appendix 5 of the School's Behaviour and Discipline Policy for more detailed guidance about the use of reasonable force.

Appendix 3 Dealing with allegations of child-on-child abuse

I Child-on-child abuse

- I.1 Children of any age can abuse other children (often referred to as child-on-child abuse) and this can happen inside and / or outside school and / or online. This includes, but is not limited to:
 - I.1.1 bullying (including cyber-bullying and prejudice-based and discriminatory bullying);
 - I.1.2 abuse within intimate personal relationships between peers (teenage relationship abuse);
 - I.1.3 physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates and / or encourages physical abuse);
 - I.1.4 sexual violence, such as rape, assault by penetration and sexual assault (including grabbing bottoms, breasts and genitalia under or over clothes, flicking bras, unwanted kisses or embraces) possibly with an online element which encourages sexual violence;
 - I.1.5 sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - I.1.6 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;
 - I.1.7 consensual and non-consensual sharing of nude and semi-nude images (also known as "sexting" or "youth produced sexual imagery") means the taking and sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline, for example via Apple's AirDrop;
 - I.1.8 upskirting, typically involving taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

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

2 The School's approach to child-on-child abuse

- 2.1 Staff understand that, even if there are no reports of child-on-child abuse at the School, it does not mean it is not happening; it may be the case that it is just not being reported. Staff understand the importance of reporting any concerns regarding child-on-child abuse to the DSL (or the DDSL in the DSL's absence).
- 2.2 Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary one. The School will adopt a zero-tolerance approach to abuse. Downplaying certain behaviours (by, for example, dismissing sexual harassment as "banter", "having a laugh" or "part of growing up") can lead to a culture of unacceptable behaviours, an unsafe environment for children and its worst to a culture that normalises abuse.
- 2.3 All staff should challenge inappropriate behaviour between pupils and anyone who suffers, witnesses or hears of abuse of any form between pupils is asked to report it in accordance with this policy and / or the School's behaviour and discipline and anti-bullying policies, so that appropriate action can be taken.
- 2.4 Appropriate action will involve supporting all members of the School community who may be involved as a priority. This may require investigation by the School or other agencies. Until investigations have been undertaken and findings made, the School will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. This should be undertaken whether or not the incident is alleged to have occurred at school, or when the pupil involved was under the school's care and whether or not the pupil is under 18, as an issue which may impact pupil welfare. Disciplinary action will follow separately, if appropriate in line with the School's policies on Behaviour and discipline and Anti-bullying.

3 Sexual violence and sexual harassment (SVSH)

- 3.1 Where the misconduct may constitute sexual violence⁸ (rape, assault by penetration, sexual assault⁹ or causing someone to engage in sexual activity without

⁸ When referring to sexual violence the statutory guidance refers to sexual offences under the Sexual Offences Act 2003 as described above

⁹ Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom / breasts / genitalia without consent, can still constitute sexual assault).

consent) or sexual harassment (unwanted conduct of a sexual nature), it should be reported to the DSL and will be managed in accordance with this policy. SVSH is never acceptable.

3.2 Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware that it is more likely that girls will be the victims of SVSH and more likely it will be perpetrated by boys.

3.3 SVSH can occur between two or more children of any age or sex from primary to secondary stage. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

SVSH exists on a continuum and may overlap. Addressing inappropriate behaviour (even where it seems to be relatively innocuous) can be an important intervention which helps to prevent problematic or abusive behaviour in the future by setting and enforcing clear expectations of behaviour, supporting victims and encouraging them and others to speak out and facilitating targeted support for those demonstrating harmful sexual behaviour.

3.4 The 2021 Ofsted report concluded that whether or not schools are aware of reported instances of SVSH in their community, it is likely to be occurring. The School acknowledges this and that children are likely to report such matters, if at all, to people they trust. All staff are therefore trained to identify signs of abuse and on how to respond to a report.

4 Management of allegations of child on child SVSH

4.1 The initial report

4.1.1 The School recognises that it is not easy for children to tell staff about abuse. Staff are trained in signs of abuse and required to look out for them and act upon them; and to respond to all reports of abuse, however they are reported and whether they are made by victims directly or third parties.

4.1.2 The School acknowledges that the initial response is incredibly important and may impact not just the management of that issue, but others of SVSH. Staff are also trained in how to receive a report. Where possible they should be accompanied by the DSL or other member of staff.

4.1.3 They should:

- (a) listen carefully and respectfully, reassuring the person making the report that they are being taken seriously and offer support without promising confidentiality or making a judgement about its veracity;
- (b) where possible they should ask open questions about whether pupil(s) have been harmed, the nature of the harm or if they may be at risk of harm;
- (c) where there is an online element, considering the searching, screening and / or confiscation of devices and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child;¹⁰

¹⁰ School staff can search pupils with their co-operation for any item. If a pupil refuses to co-operate staff may use reasonable force to search pupils if they have reasonable grounds for suspecting a pupil is in possession of a prohibited item or is likely to be used to commit an offence or cause personal injury or damage to property. The decision to use reasonable force should be made on a case by case basis. See <https://www.gov.uk/government/publications/searching-screening-and-confiscation> for further information.

- (d) explain the next steps and how the report will be progressed;
- (e) make a written record of the report (recording the facts as the child has presented them);
- (f) inform the DSL (or DDSL) as soon as practically possible, if they are not involved in the initial report and then only share the report with those necessary in order to progress it.

4.2 DSL's considerations

4.2.1 Reports of SVSH are often complex and require difficult professional decisions to be made. Further disclosures may follow and the facts may be difficult to establish. These decisions are made on a case by case basis taking all of the circumstances into account, in the best interest of the pupils involved. The School's response is led by the DSL who will always have regard to Part 5 of KCSIE in the management of the issue.

4.3 School's considerations

4.3.1 The School will consider:

- (a) the victim's wishes in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions made about investigation and support, but their wishes will not always be determinative as the school may have to take action to protect other children;
- (b) the nature of the alleged incident (including whether it was a one-off or sustained pattern), whether a crime may have been committed and whether harmful sexual behaviour¹¹ has been displayed;
- (c) the ages and developmental stages of the children involved and any imbalance between them;
- (d) if there is an intimate personal relationship between the children;
- (e) whether there are any ongoing risks to those involved;
- (f) the time and location of any incident, and any action required

¹¹ Hackett's sexual behaviours across a continuum table - which helps to identify whether sexual behaviours are normal, inappropriate, problematic, abusive or violent may be helpful here.

to make the location safer;

(g) the wider context.

- 4.3.2 Before deciding how best to support and protect those involved, the School will undertake immediate risk and needs assessments. These will be undertaken in cases of sexual violence and considered otherwise. Where appropriate, they will be discussed with those involved and their parents. This may involve suspension pending investigation. Risk and needs assessments will be recorded and kept under review in the knowledge that police investigation and criminal proceedings can take several months to conclude.
- 4.3.3 The School will make a proportionate response to these matters in light of the circumstances and the factors identified above. And decide, if any, further action is appropriate.
- 4.3.4 The School will do all it reasonably can to protect the anonymity of children involved in sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

5 Investigations and findings

- 5.1 The School will record the findings of investigations undertaken by the police and / or the CPS, and if the police decide not to take any further action, will consider whether investigation should be undertaken or commissioned by the School to enable it to determine, whether or not it is likely that the allegations are substantiated, unsubstantiated, unfounded, false or malicious. There may be circumstances where this is not appropriate, as it may prejudice a possible future investigation, for example if a victim does not currently wish to make a victim statement. In those circumstances the School should consider whether a limited investigation is appropriate. The concerns, discussions, decisions and reasons for these should be recorded.
- 5.2 The School should continue to support those involved, with reference to the range of support options set out in Part 5 of KCSIE and should also consider whether further referral and / or disciplinary action may be appropriate against either the perpetrator where concerns are substantiated and/ or harmful sexual behaviours identified or the victim where concerns were found to be deliberately

invented or malicious.

Appendix 4 Procedures for Raising Allegations and Low Level Concerns

I Purpose and application

- I.1 **Purpose:** the School takes safeguarding extremely seriously. It is of paramount importance that we maintain an open and transparent culture in which all concerns about adults are shared promptly, responsibly and with the right person. We recognise the importance of ensuring adults who work with, or otherwise come into contact with children, do so in a way that is consistent with our values, culture and expected standards of behaviour. We also recognise that concerns may arise in several ways and from a number of sources. The purpose of this policy is to provide a framework for all concerns to be raised, recorded and dealt with effectively by the School.
- I.2 **Application:** the procedure applies to all adults working in or on behalf of the School (whether on a paid or unpaid basis), including governors, supply staff, volunteers and contractors (Staff).
- I.3 **Other adults:** although these procedures directly relate to those who work for the School, the School recognises that its safeguarding role extends to the protection of everyone associated with it. Should concerns be raised about people who are not Staff or pupils, then they should be reported to the Headmistress or DSL who will take appropriate action and co-operate with the relevant agencies as appropriate..
- I.4 **Statutory guidance:** these procedures have regard to the following statutory guidance:
 - I.4.1 *Keeping children safe in education* (September 2022) (KCSIE). Part Four of KCSIE deals with allegations made and concerns raised about staff, supply staff, volunteers and contractors (Staff), who are all adults working for, or on behalf of, the School. It distinguishes between two categories of concerns / allegations that can be raised about Staff. These are:
 - (a) concerns that do not meet the harm threshold, otherwise known as "low level concerns"; and
 - (b) allegations that may meet the harm threshold.
 - I.4.2 *Working together to safeguard children* (July 2018, updated July 2022) (WTSC), which requires policies to be put in place setting out the process, including timescales for investigation and what support and advice

will be available to individuals against whom allegations have been made. WT requires schools to have regard to KCSIE in order to fulfil their duties in respect of safeguarding and promoting the welfare of children.

2 Key Staff duties

- 2.1 **Staff behaviour:** all Staff must comply with the School's Staff Code of Conduct which sets out appropriate and expected standards of behaviour.
- 2.2 **Duty to report:** as a member of Staff, you must immediately follow this policy to report any concerns you have about the conduct of a member of Staff or any other adult. This includes any concern however it arises, for example behaviour you have witnessed, a concern raised with you by a colleague, pupil, parent or another adult, or as result of checks or information brought to your attention.
- 2.3 **Duty to self-refer:** you must refer yourself to the Headmistress or Head of the Junior School or DSL where, for example, you have found yourself in a situation which could be misinterpreted, which might appear compromising to others, and/or on reflection if you believe you have behaved in such a way that may fall below the standards expected of you.
- 2.4 **A culture of sharing:** All Staff have a positive obligation to support the School's culture of openness and sharing without fear of reprisal.

3 What needs to be reported?

- 3.1 **Reporting all concerns:** all concerns must be raised whether they are considered to be "low level" concerns or conduct which may meet the harm threshold.
- 3.2 **Low level concerns:** a low level concern is any concern, no matter how small, and even if no more than a sense of unease or a "nagging doubt", that a member of Staff may have acted in a way that is inconsistent with expected professional standards and/or the staff Code of Conduct, whether inside or outside work. No concern is too small or minor to raise under these procedures..
- 3.3 **Concerns that meet the harm threshold:** allegations that may meet the harm threshold are those that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children, for example where the individual has:
 - 3.3.1 behaved in a way that has harmed a child, or may have harmed a child; and/or possibly committed a criminal offence against or related to a child;

and / or

3.3.2 behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; and / or

3.3.3 behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside the School which creates a transferable risk.

3.4 **Definition of Harm:** it is important to understand the types of conduct that may be harmful to children, and to recognise that harm may not be limited to the most obvious types of physical abuse. There is no single legal definition of harm but to assist your understanding of what may amount to "harm" you should consider the following:

3.4.1 the Safeguarding Vulnerable Groups Act 2006 which does not give a definition of harm, encouraging people to apply a "normal, everyday meaning";

3.4.2 the Children Act 1989 defines:

(a) "harm" as "ill-treatment or the impairment of health or development [including, for example, impairment suffered from seeing or hearing the ill treatment of another]";

(b) "ill-treatment" as including "sexual abuse and forms of ill treatment which are not physical";

(c) "health" as "physical or mental health".

4 How to raise concerns and allegations

4.1 **Raising low level concerns:** Where you have a low level concern in respect of any member of Staff, you must report the matter immediately. You can raise this with the Headmistress or with the DSL in the Junior or Senior School.

4.2 **Concerns about Staff:** Where you have a concern about the conduct of a member of Staff (other than the Headmistress) that may meet the harm threshold you must raise this immediately with the Headmistress.

4.3 **Concerns involving the Headmistress and conflicts of interest:** where you identify a concern about the Headmistress, you must report the matter immediately to the Chair of Governors or Lead Safeguarding Governor without first notifying the Headmistress. Where there is a conflict of interest in raising the concern with

the Headmistress you must report the concern directly to the Local Authority Designated Officer (LADO), without first notifying the Headmistress. Details of the LADO can be found at the start of the Safeguarding Policy.

- 4.4 **Concerns involving Governors:** where you identify a concern about a Governor, you must report the matter immediately to the Chair of Governors or the Lead Safeguarding Governor. If either the Chair of Governors or The Lead Safeguarding Governor are the subject of an allegation, you must report the matter to the other.
- 4.5 **Reports to the DSL:** If it is not possible for you to make a report to the Headmistress or Chair of Governors or Safeguarding Governors, you must instead immediately make a report to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Headmistress or, where appropriate, the Chair of Governors and The Lead Safeguarding Governor.
- 4.6 **Duty of the DSL to refer concerns to the Head:** the Headmistress remains the ultimate decision-maker in respect of all low level concerns. The DSL must therefore promptly report any concern raised with them to the Headmistress. Wherever possible the DSL must speak to the Headmistress in person about the concern as soon as possible after the concern is raised, and always on the same day the concern is raised. If it is not possible to speak to the Headmistress in person or on the phone about the concern, the DSL must email the Headmistress with a summary of the concern on the same day the concern is raised.

5 The School's response to concerns and allegations

- 5.1 **Appropriate action:** the School will ensure that appropriate action is taken to address concerns that are raised under these procedures..
- 5.2 **Assessing concerns:** The Headmistress (or, if the concern relates to the Headmistress, the Chair of Governors or the Lead Safeguarding Governor) will determine whether the concerns raised are low level or potentially meet the harm threshold. The DSL, Headmistress, Chair of Governors and the Lead Safeguarding Governor have all been trained to assess concerns, and to record and address them appropriately.
- 5.3 **Low level concerns:** If the School determines the concern is a low level concern, then the School will address the concern as appropriate. This will usually involve making the individual aware of the concern against them, undertaking any investigation that may be required and may include giving management guidance and advice or invoking the School's capability or disciplinary procedures.

- 5.4 **Borderline cases:** the Headmistress (or, if the concern relates to the Headmistress, the Chair of Governors or the Lead Safeguarding Governor) may take advice from the LADO in borderline cases in order to establish whether the concern is a low level concern or an allegation that potentially meets the harm threshold. This may include conducting an initial "no names" conversation with the LADO about whether the harm threshold is met.
- 5.5 **Referral:** where the Headmistress (or, if the concern relates to the Headmistress, the Chair of Governors) considers the concerns raised potentially meet the harm threshold, the Headmistress (or, if the concern relates to the Headmistress, the Chair of Governors) will make a report to the LADO before further action is taken. The Headmistress (or, if the concern relates to the Headmistress, the Chair of Governors) may also seek advice from the LADO as appropriate. Where a LADO referral is appropriate, this will be made within one working day of the allegation being reported in accordance with these procedures.
- 5.6 **Responding to an allegation that may meet the harm threshold:** where an allegation is made that may meet the harm threshold, the School will take advice from and co-operate with the LADO, the police, and any other external body that may be involved in the response to the allegation. The School will follow its internal procedures in order to investigate and respond to the allegation when it is appropriate to do so, and will keep the LADO informed of the action it is taking.
- 5.7 **Case Manager:** where an investigation is deemed necessary into an allegation of conduct that may meet the harm threshold, a Case Manager will be appointed by the School to lead the investigation. The Case Manager will be either the Headmistress or a person with appropriate authority appointed by the Headmistress. Where the Headmistress is the subject of an allegation, the Case Manager will usually be either the Chair of Governors or the Lead Safeguarding Governor.

6 Disclosure of information about concerns and allegations

- 6.1 **Informing the individual of a concern:** the School will in most cases inform the individual concerned about any low level concern that is raised about them.
- 6.2 **Informing the individual of an allegation where appropriate:** the Case Manager will consult with the LADO in order to agree if and when it is appropriate to inform the individual of the allegation.
- 6.3 **Communication and support for the individual subject to an allegation:** if

and when it is appropriate to inform the individual of the allegation against them, the Case Manager will also offer appropriate pastoral support and will keep the individual informed of the timescales for the investigation under this procedure and the factors which may affect it. In all cases, the investigation will be concluded as soon as reasonably practicable.

- 6.4 **Informing the child's parents / carers where appropriate:** the Case Manager will agree with the LADO when and how the parents or carers of the child / children involved will be informed of the allegation if they do not already know of it. The Case Manager will also agree with the LADO what information shall be shared with the parents / carers of the child / children as the case progresses. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- 6.5 **Reporting restrictions:** the School is mindful of and will comply with the reporting restrictions under section 141 Education Act 2002 which prevent the identification of a teacher who is the subject of such an allegation in certain circumstances.
- 6.6 **Involvement of external agencies:** where the LADO(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the individual subject to the allegation, or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 6.7 **Concerns about supply staff and contractors:** where a concern / allegation has been made in respect of a member of supply staff or a contractor, the concern / allegation may be notified to their employer. Where a Case Manager has been appointed to investigate an allegation, the Case Manager will consult with the LADO before sharing any information with the individual's employer.

7 Early Years Foundation Stage (EYFS)

- 7.1 **Report to Ofsted:** the School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.
- 7.2 **Timescale for Ofsted report:** these notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being

made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

8 Referrals to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency

- 8.1 **Report to the DBS:** the School is under a legal duty to make a referral to the DBS where a member of Staff is removed by the School from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, because they have harmed, or pose a risk of harm to, a child. The DBS will then consider whether to impose sanctions which may restrict or prevent that person from working with children in future.
- 8.2 **Report to the Teaching Regulation Agency:** if a teacher is dismissed because they are found to have committed serious misconduct, or their conduct has breached the Teachers' Standards, or they resign prior to dismissal on such grounds, the School will also make a referral to the Teaching Regulation Agency. The Teaching Regulation Agency will consider whether to impose a prohibition order on that person which prevents them from undertaking teaching work in future.

9 Record keeping

- 9.1 **Records of low level concerns:** low level concerns will be recorded in writing. The record of the concern will be retained so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed. Records of low level concerns that have been addressed with an individual will usually be kept on the individual's personnel file. In addition all low level concerns, including those that have not been addressed formally under the School's procedures, will also be stored securely in a central file (Concerns and Allegations Record).
- 9.2 **Recording low level concerns:** the Concerns and Allegations Record will set out the name of the individual involved (if an individual is named), a brief description of the concern and the context in which it arose, any investigation that has been carried out, and the outcome / result of the investigation into the concern. The name of the individual who has raised the concern should also be noted. Where that individual wishes to remain anonymous the School will try to accommodate this as far as reasonably possible, but cannot guarantee anonymity in all circumstances.
- 9.3 **Records of allegations that may meet the harm threshold:** details of

allegations that may meet the harm threshold will be recorded both on the individual's personnel file and the Concerns and Allegations Record. The individual's personnel file and the Concerns and Allegations Record will include a summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken in response to the allegation.

- 9.4 **Storage and security of Concerns and Allegations Record:** the Concerns and Allegations Record will be stored securely by the DSL and will be accessible by the Headmistress, the Chair of Governors, the Lead Safeguarding Governor and the DSL only. If the matter results in disciplinary action being taken the HR Department and the Bursar will also have access to the information.
- 9.5 **Malicious or false low level concerns and allegations:** details of low level concerns and allegations found to be malicious or false will be removed from personnel records and the Concerns and Allegations Record.
- 9.6 **Retention of records:** in line with the School's Data Retention and Breach Policy, information stored on staff personnel files about low level concerns and allegations that may meet the harm threshold, and the Concerns and Allegations Record, will be retained by the School indefinitely. The School may in future be required to produce this information if it is notified of an allegation of historic abuse relating to a current or former member of staff, if a former member of staff is accused of committing safeguarding offences elsewhere or if a former member of staff is the subject of safeguarding allegations arising elsewhere.

10 References

- 10.1 **Low level concerns:** low level concerns will not be disclosed in a reference unless they were addressed formally and resulted in a sanction under the School's disciplinary or capability policies and procedures and it is otherwise appropriate to disclose them.
- 10.2 **Allegations that meet the harm threshold:** allegations that meet the harm threshold will be disclosed in a reference if the allegation was found to be substantiated (including any cases in which any disciplinary sanction has expired).

The School will not disclose information about allegations that were found to be false, unfounded, unsubstantiated, or malicious.

II Questions

II.1 Contact: please contact the DSL if you have any questions about these procedures..

Appendix 5 Charity Safeguarding procedures

I Charity Safeguarding duties

- I.1 As trustees of a charity, the trustees as Proprietor of the School, acknowledge in addition to their statutory duties to safeguard and protect children and adults at risk, they have a duty to take reasonable steps to protect everyone associated with the charity from harm, abuse or mistreatment whether working online or in person. This protection of the people involved in the charity is central to its culture. The full extent of these additional Safeguarding duties is set out in the Charity Commission guidance: Safeguarding and Protecting People for Charities and Trustees. This guidance lists risks to be aware of, including discrimination, health and safety, cyber abuse and data breaches.
- I.2 The contents of the School's Safeguarding and data protection suites of policies, the staff handbook and the Health and safety policy set out how many concerns about these issues will be handled. If anyone has any Safeguarding concerns which have caused or may cause harm to anyone associated with the charity which are not expressly covered by those or other School policies, they should contact the DSL and the Clerk to the Governors without delay.
- I.3 The trustees fulfil these duties by:
 - I.3.1 leading by example and promoting a fair, inclusive and positive culture, ensuring that everyone involved with the charity feels able to report any concerns they may have, confident that they will be heard and responded to;
 - I.3.2 setting and regularly (at least annually) reviewing the suitability of policies and procedures as a Board to ensure they remain fit for purpose and that they are followed in practice;
 - I.3.3 establishing appropriate delegation arrangements for the effective governance and management of safeguarding matters within the charity;
 - I.3.4 exercising proper oversight of the management of individual Safeguarding matters and a review of the performance of the charity's Safeguarding function, including consultation with stakeholders and appropriate trend analysis;

- I.3.5 being quick to respond to concerns, to carry out appropriate investigations and take necessary action;
- I.3.6 being open and transparent and not ignoring harm or downplaying failures;
- I.3.7 managing conflicts of interest and / or loyalty
- I.3.8 ensuring that staff receive training in Safeguarding at a level which is commensurate with their role;
- I.3.9 having clear recruitment and contracting processes and ensuring that proper due diligence is undertaken on the suitability of:
 - (a) staff (with regard to differing processes for international staff);
 - (b) partner organisations
 - (c) contractors;
 - (d) beneficiaries.
- I.3.10 ensuring that clear processes are in place relating to checks required where there are changes to the School structure or individual roles;
- I.3.11 entering into appropriate agreements with other third parties (whether those who provide services to the Charity or directly to its beneficiaries (including pupils)) covering the relationship, their respective roles and monitoring and reporting requirements¹²
- I.3.12 exercising proper oversight of the Charity's online operations, adequately managing risk and ensuring that online services are suitable for users;
- I.3.13 review its premises and security arrangements and arrangements for third party use to ensure appropriate measures are in place to keep people safe;
- I.3.14 reviewing any grant-making undertaken to ensure appropriate policies and procedures are in place;
- I.3.15 implementing suitable reporting and monitoring processes in place for any work overseas;
- I.3.16 set out risks and how it will manage them in a risk register;

¹² <https://www.gov.uk/government/publications/charities-due-diligence-checks-and-monitoring-end-use-of-funds>

1.3.17 allocating sufficient funds for the effective management of Safeguarding and arranging appropriate insurance cover.

Ensuring a sufficient level of oversight of the charity's operations to manage risk and report any incidents which materially affect the charity's operations, finances, people or reputation can be reported to the Charity Commission in line with [How to report a serious incident in your charity](#) (Charity Commission, June 2019).]

Appendix 6 Local arrangements

Haringey: please consult for updated guidance [Haringey Safeguarding Children Partnership](#)

Camden: please consult for updated guidance [Camden Safeguarding Children Partnership](#)

PHOTOGRAPHY POLICY

Many parents give permission for the School to take photographs and record performances/events involving pupils which may be used in publicity materials, for press reports or on the School website or School social media accounts. Permissions (consent given, contact parent, consent withheld) can be updated on the Parent Portal on SchoolBase.

Many school activities involve recording images as part of the curriculum, extra school activities, publicity or to celebrate an achievement. In accordance with data protection legislation, the image of a pupil is personal data.

Photographs must only be taken of children with the permission of a parent or an individual with parental responsibility. Such consent must have been provided via the School's consent form which is located on SchoolBase. It is also important to consider the wishes of the pupil, remembering that some pupils do not wish to have their photograph taken or be filmed.

Where photographs are taken by Staff to evidence a child's progress or for other 'purposeful educational activity', such photos should only be taken on School devices and cameras. They should then be downloaded onto a School computer or stored in a specific Photos Drive. Photos cannot be used or passed on outside the School. Neither Staff nor children should use their own mobile phones or any other personal device with imaging and sharing capabilities to take or store photographs. Staff can also contact the Marketing and Communications Manager (Nick Subramaniam) to take photos.

Personal mobiles should not usually be used or seen by pupils in lessons or when pupils are being supervised such as duties. At the Junior School, mobile phones and any device with imaging and sharing capabilities are forbidden in Reception classrooms or where there are Reception children, eg. in the playground and they must be out of sight in Late Owls.

Photography in School by Families

Families (including parents/carers of children in the EYFS) may bring mobile devices onto the premises or to events but may only take photographs or videos during events such as year group assemblies or sporting events for personal use and DO NOT have permission to film or take photographs of other people's children, nor members of staff. Please note that parents cannot take photos or videos during performances in the Arundel Centre, our theatre. As appropriate, parents may be able to take photos at the end of performances and will be advised if this is possible. Additionally, no photos or videos may be taken at any point during a drama exam performance. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

Staff who are managing events or leading trips where parents are in attendance will be expected to remind parents about this policy. Staff, supported by members of the SMT/SLT will also be expected to enforce the policy.

In the Junior School, when supporting trips and workshops, parents do NOT have permission to use their personal device to take pictures of ANY children or members of staff. They must ONLY use the School's devices to take photographs or films, which will be uploaded to the School's approved sharing platforms in accordance with the School's policy.

We are mindful of parents' wishes to have an occasional record of memorable events in which their daughters participate. In the Junior School, we publish photos and/or films of events such as year group assemblies, performances and trips on Firefly, our password-secure website. Additionally in both the Junior School and the Senior School, we display/publish photos on internal displays (including TV screens) and in the Channing Magazine, as well as publish photos and films on School social media accounts when parental permissions allow.

Channing Association events that take place during the school day when there are pupils on site must adhere to this policy. Channing Association events that take place after hours or during the weekend, when pupils are solely being cared for by their parents, are not covered by this policy. It is up to parents/guardians to decide what they are comfortable

with at these events.

Performances/events may be stopped if unauthorised photography or filming takes place.

Appendix 8 Physical contact and intimate care policy

Introduction

The policy has been developed in order to safeguard both the children and the staff and to ensure the children are treated with sensitivity and respect.

Intimate care may be defined as any activity that is required to meet the personal needs of an individual child on a regular basis or during one-off incidents. Such activities include:

- Feeding
- Washing
- Dressing/undressing - support a pupil
- Toileting - assisting a pupil who has soiled herself or vomitted
- Menstrual care - providing advice to enable a pupil to attend to their own needs

Parents have a responsibility to advise the school of any known intimate care needs relating to their child. Intimate care 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. Staff will encourage each child to do as much for herself and she can. If any staff member has concerns about the intimate care policy they must report this to the Designated Safeguarding Lead (DSL).

Protection of Children

Safeguarding and Child Protection Procedures must be adhered to. If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and recorded. If a member of staff has any concerns about the physical changes in a child's presentation e.g. marks, bruises, soreness etc they will immediately report concerns to the DSL.

Intimate Care Arrangements

Supporting Dressing/Undressing

Children and young people are entitled to respect and privacy when changing clothes. However, there must be the required level of supervision to safeguard children and young people with regards to health and safety considerations, and to ensure that bullying or teasing does not occur. Staff will always encourage children to attempt to dress and undress unaided. Sometimes it will be necessary for staff to help, particularly in the Early Years and Key Stage 1.

Soiling

If tending to a child who has soiled themselves during the school day, staff will respond sensitively and professionally.

If 'accidents' occur, the child will change into dry clothing (spares are kept in EY/KSI classrooms), and wet items will be sent home for washing. There is a washing machine in the Pavilion and if appropriate/required items can be washed on site. Depending on her abilities, age and maturity, the child's independence will be encouraged as far as possible in her intimate care, and reassurance will be given. The parents will be informed (by email and/or verbally at collection time) and requested to return the borrowed items of clothing then laundered.

If there is an occurrence of soiling or vomiting, this may require staff to provide more personal care on a more personal level. Staff will follow set procedures for this intimate care:

- Where possible, the child will be removed to a less public place to avoid a feeling of humiliation.
- If appropriate, the child will be encouraged, through guidance and assistance, to clean themselves. Otherwise the member of staff will need to assist.
- There must be two members of staff in the vicinity at all times.
- If the child vomits or has diarrhoea, parents will be informed and the child will need to be collected.
- Otherwise, parents will be told when the child is collected.
- Early Years Staff should ensure that intimate care such as toileting or changing wet clothes is carried out one-to-one by a child's key person (their Form Teacher) wherever possible, staying visible to other practitioners but maintaining a child's privacy, for example, leaving the door ajar

Hygiene

All staff must follow basic hygiene procedures and have access to disposable gloves. They must contact the office as soon as possible to arrange for the cleaner/caretaker to come.

Staff/Pupil Relationships

As outlined in the Staff [Code of Conduct](#), all staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct and be mindful of appropriate and professional relationships with pupils. Staff should be conscious that they are in a position of trust and an unprofessional relationship is a breach of this trust. This Code and Part B of the Teachers' Standards help all staff to understand what behaviour is and is not acceptable. The Teachers' Standards state that teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect
- at all times observing proper boundaries appropriate to a teacher's professional position.

Physical Contact

There are 3 different kinds of physical contact, defined below:

Positive handling

Teachers and teaching assistants (including in the Early Years) can use positive handling in a range of normal daily interactions such as:

- giving guidance to children, such as how to hold a paintbrush or use climbing equipment
- providing comfort and emotional support, such as placing an arm around a distressed child
- providing intimate care, such as toileting (see above).

Staff must be aware of, and respect the fact that children respond to physical contact and touch in different ways. Some may have a greater need for affection and physical contact, while others may try to avoid it altogether. Where possible, staff should give any physical comfort when sought by a child, such as cuddles, in view of others. (See appropriate touching below)

There may also be children who have experienced emotional, physical or sexual abuse and they will need very sensitive support and care. Staff must also respect any cultural sensitivities to physical contact.

Physical intervention

Physical intervention can include mechanical and environmental means such as high chairs, stair gates or locked doors which are used to ensure a child's safety.

Restrictive physical intervention

Physical intervention may be used to restrict a child's movement in order to reduce any risk to the child, other children or adults in the immediate area. In most cases, this will be through the use of the adult's body rather than mechanical or environmental methods. Where possible, every effort should be made to avoid the need for physical restraint through dialogue and diversion. Staff should use the minimum restrictive force necessary to maintain safety and for as short a period as possible. An example of this is a 'Caring C', a hand above a child's elbow, allowing them to be guided along using their own momentum.

Restrictive intervention must be a last resort. It may only be used:

- In extreme circumstances
- Where children are in danger of hurting themselves, others or of causing significant damage to property
- In the context of positive behaviour management approaches and alongside other strategies

- If it is not a punishment or action which could adversely affect a child's wellbeing (as stated in the [Early Years Foundation Stage \(EYFS\) Statutory Framework](#))

It is important that any use of restrictive physical intervention is recorded as soon as possible and within 24 hours of the incident. A physical restraint record should show who was involved, the reason physical intervention was considered appropriate, how the child was held, when it happened and for how long. It should also include any subsequent injury or distress and what was done in relation to this. Parents must be informed and given a copy of the record.

Read more about [types of restrictive physical intervention](#) here.

Staff must be consistent in their use of positive behaviour support, physical contact and restrictive physical interventions and it is essential that they receive relevant training in these areas as well as having a secure knowledge of safeguarding.

If staff identify behaviours relating to physical contact that are giving them cause for concern, they must report this to their designated safeguarding lead or another senior member of staff immediately.

Early Consent

Talks with children about consent from a very early age are crucial to help keep children safe and enable them to build healthy relationships. Teaching children about consent at an early age helps children to:

- Keep safe from abuse
- Have autonomy over whether they want to take part in a game
- Give their consent to receiving a hug from a friend
- Learn the need to ask for consent before touching other people or borrowing others' belongings
- Understand that 'no means no'
- Develop an awareness of mutual respect
- Learn about the privacy of their body and know it belongs to them

In line with the PSHE Curriculum and safeguarding advice, children should be taught the correct terminology for genitalia.

Using incorrect terminology may:

- be confusing for children

- send the message to children that genitals are shameful, naughty and rude to talk about
- discourage children to speak about private parts when they want to confide in adults
- be harmful to children when disclosing to an adult because it puts them in a situation where they may not know what the child means.

Teaching children about personal space

Consent also means that children choose to respect others' boundaries. Boundaries are a person's right to choose what is comfortable for them. Childrens' personal space should be respected, therefore, they need to have an understanding of what personal space is. This teaching should begin in the Early Years and is likely to increase as they get older. Staff should also be aware that sensory seeking and sensory avoidance behaviours may be evidenced in the way children choose to hug others. Simple conversations about this can be had when they:

- bump into their friends
- hold their friend's hand or hug their friend when their friend does not want a hug
- stand or sit too close to their friends
- hug their friend too hard

An example of this could be:

"It sounds like your friend didn't want to sit beside you today. Sometimes you don't want to sit beside me and that's okay. Everybody gets to make choices about what's comfortable for them."

Separation Anxiety

The Early Years Foundation Stage (EYFS) framework requires all early years providers to assign each child a key person. At Channing, this is their Form Teacher. Attachment is central to the key person approach as children form a bond with a designated member of staff (their Form Teacher), who can provide continuity of care and lessen the anxiety around separation from parents. This strong secondary attachment helps a child to feel secure in their new environment. The key worker approach helps to develop trusting relationships between staff, children and parents and supports the settling-in process.

Early Years Providers should ensure:

- all staff understand the importance of [secure attachments and the role of the key person](#)
- an overall consideration for children's rights and wellbeing is positively engaged by all staff
- they develop an effective physical contact policy and share this with staff and parents
- staff receive training and support on behaviour management including physical restraint techniques
- all instances of restrictive physical intervention are recorded in line with the physical contact policy
- an accessible complaints procedure is available to parents and staff

- staff develop positive relationships with families and other relevant professionals to maintain consistency of care and learning
- staff receive relevant training in caring for children with additional needs, including those with disabilities

Appropriate Touching

Appropriate touching refers to the physical handling displayed by teachers and teaching assistants in direct response to the individual child's needs, not their own. When occurring naturally, in line with safeguarding requirements, appropriate touch can be beneficial in developing a child's emotional literacy as they develop personal skills and experience social challenges in the school setting. Appropriate touching is a necessary part of caring for young children in a nurturing environment. It promotes healthy relationships and emotional support. Different approaches are applicable to different age groups.

Touching is appropriate when it:

- fulfils the child's need and is welcomed by the child
- is part of safe working practice
- supports the communication and wellbeing, safety and security of the child

Staff should conduct appropriate touching in the following ways:

- Cuddling should be side by side and only for the time appropriate
- Favouritism should not be shown to a particular child by allowing more instances of appropriate touch
- Tickling a child is inappropriate
- Children may sit on a member of staff's knee; but only for the time needed to fulfil a purpose, such as comforting them when injured or upset
- Where possible, another member of staff should be present
- Completing [training](#) in Appropriate Touch

Children:

- Have the right to dignity at all times
- Should know that parts of their body are private, including mouths
- Should be encouraged to understand that they are kissed by parents and family.