

# Safeguarding and Child Protection Policy

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## Independent Boarding and Day School for Boys and Girls

### The Royal Hospital School

November 2018

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## 1. Introduction

Every pupil should feel **safe and protected from any form of abuse**.

The School is **committed to acting in the best interests of all children and to safeguarding and promoting the welfare of children and young people** and expects all staff, parents, governors, supply staff, staff of contractors, relatives 16 years old and over living in boarding accommodation, volunteers and other individuals to share this commitment.

The School **recognises that it has a pastoral and legal responsibility towards its pupils** and it **prides itself on its ethos of mutual respect and tolerance**. Parents and guardians should feel able to raise any issues or concerns that they may have with the School. Any concerns will be dealt with consistently and in accordance with this policy. It is essential that open channels of communication between the School, pupils and parents and guardians are in place and the School will do all it reasonably can to ensure that this is the case.

The Governors, Headmaster and staff at the School are committed to the physical, emotional and spiritual well-being of all the pupils in their care. All pupils must feel that they have a safe and secure environment in which to live and work. Pupils are reminded and encouraged that they can talk to any member of staff about any concern they may have and that they will be listened to. The key people to whom pupils can turn are listed on posters displayed around the School and in the Pupil Handbook.

## 2. Contacts

**Local Authority Designated Officer (LADO)** referrals and enquiries:

<b>LADO</b>	0300 123 2044
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The telephone number of the **Suffolk children's social care department (Customer First)** for making a referral is 0808 800 4005.

The professional consultation line of **Suffolk Multi Agency Safeguarding Hub (MASH)** is 0345 606 1499.

The telephone number of **Suffolk Safeguarding Children's Board** is 01473 264172.

The following contact details may be **useful for pupils**:

<b>Childline</b>	0800 1111
<b>NSPCC</b>	0808 800 5000
<b>Ofsted's Whistleblower Hotline</b>	0300 123 3155
<b>The Children's Commissioner</b>	0800 528 0731 <a href="mailto:advice.team@childrenscommissioner.gsi.gov.uk">advice.team@childrenscommissioner.gsi.gov.uk</a>

Information on the **Department for Education's guidance on the 'Prevent Duty'** can be accessed [here](#)  
Useful contacts in relation to the 'Prevent Duty' are:

<b>Suffolk Prevent Coordinator</b>	Andy Hill
<b>Suffolk County Council Head of Prevent</b>	Tina Wilson

### 3. Guidance referred to in this policy

This policy has regard to the following:

- **statutory guidance and regulations** (including but not limited to):
  - Keeping children safe in education (September 2018);
  - Working Together to Safeguard Children (July 2018);
  - Prevent Duty Guidance: for England and Wales (July 2015); and
  - guidance from the Department for Education issued under:
    - Section 175, Education Act 2002;
    - Education (Independent School Standards) Regulations 2014; and
    - Children Acts (1989 and 2004)
  
- **non-statutory guidance:**
  - What to do if you are worried a child is being abused (2015);
  - The National Minimum Standards for Boarding (2015)
  - The Prevent Duty: Departmental advice for schools and childcare providers (June 2015);
  - The use of social media for on-line radicalisation (July 2015); and
  - Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018).
  - Cyberbullying: Advice for headteachers and school staff (2014)
  - Sexual violence and sexual harassment between children in schools and colleges (may 2018)
  
- **other guidance:**
  - Safer Recruitment Council's Guidance for safer working practice for those working with children and young people in education settings (2015).
  - UK Council for Child Internet Safety's Sexting in schools and colleges: responding to incidents and safeguarding young people (2016)

### 4. Information about this policy

This policy:

- has been **approved by the Governing Body** of the School;
  
- is **published on the School website and available in hard copy** to parents on request;
  
- **applies wherever staff or volunteers are working with pupils**, even where this is away from the School, for example an educational visit.

## 5. Aims of this policy

The School will take all reasonable measures to:

- ensure that we **practise safer recruitment in checking the suitability of staff and volunteers** (including members of the Governing Body and staff employed by another organisation) to work with children and young people in accordance with: the guidance given in Keeping children safe in education; the Education (Independent School Standards) (England) Regulations 2014 (as amended); the National Minimum Standards for Boarding Schools 2015. See also the School's separate **Recruitment Policy**;
- ensure that where **staff from another organisation are working with our pupils** on another site, we have received **assurances that appropriate child protection checks and procedures apply** to those staff;
- **follow the local inter-agency procedures** of Suffolk's Local Safeguarding Children Board (LSCB) and contribute to inter-agency working;
- be prepared to identify children who may benefit from **early help**;
- be **alert to signs of abuse** both in the School and from outside and to **protect each pupil** from any form of abuse, whether from an adult or another child;
- **deal appropriately with every suspicion or complaint** of abuse and to **support children** who have been abused in accordance with his / her agreed child protection plan;
- design and operate procedures which, so far as possible, **ensure that teachers and others who are innocent are not prejudiced** by false allegations;
- ensure the **School fulfils its duties both to children in need and children at risk of harm**;
- be **alert to the medical needs of children** with medical conditions;
- operate **robust and sensible health and safety procedures** and operate **clear and supportive policies** on drugs, alcohol and substance misuse;
- **teach pupils about safeguarding**, for example through use of online resources, through the curriculum and PSHE;
- take all practicable steps to **ensure that School premises are as secure** as circumstances permit;
- consider and **develop procedures to deal with any other safeguarding issues** which may be specific to individual children in the School or in the local area;
- take steps to **check visiting speakers**, whether invited by the staff or pupils, are approved by the senior leadership team as suitable and that they are appropriately supervised (in accordance with the School's Prevent Duty);

- monitor, with appropriate software, all pupil and staff use of IT on the School's network (in accordance with the School's Prevent Duty); and
- have regard to **guidance issued by the Secretary of State for Education (DfE)** in accordance with section 157 of the Education Act 2002 and associated regulations.
- Keeping children safe in education provides that the **inspection** of independent schools will ensure that the **Independent School Standard**, which concerns the welfare, health and safety of children, is met.

## 6. The Designated Safeguarding Lead and Deputy

The School's Governing Body has appointed a member of the School's Senior Management Team with the necessary status and authority (**Designated Safeguarding Lead**) to have the ultimate lead responsibility for matters relating to safeguarding, child protection and welfare. There is also a Deputy Designated Safeguarding Lead who is trained to the same standard to ensure adequate cover of the role.

- The **Designated Safeguarding Lead and Deputy are given the time, funding, training, resources and support** to enable them to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children. The DSL or Deputy DSL are always available to discuss safeguarding concerns.
- **Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns** about the welfare of any child in the school. If preferred, parents may discuss concerns in private with the child's Housemaster, Housemistress or tutor or the Headmaster who will notify the Designated Safeguarding Lead in accordance with these procedures.

## 7. Duty of employees, governors and volunteers

**Safeguarding is everyone's responsibility.** Every employee and Governor of the School as well as every volunteer who assists the School is under a general **legal duty**:

- to **protect children from abuse**;
- to be prepared to identify children who may benefit from **early help** which means providing support as soon as a problem emerges at any point in a child's life;
- to be aware of the **School's child protection procedures** and to follow them;
- to take **immediate action** where they have concerns about a child and not to assume someone else will take action;
- to know how to **access and implement the School's child protection procedures**, independently if necessary;
- to keep a **sufficient record** of any significant complaint, conversation or event in accordance with this policy and;

- to **report any matters of concern** to the Designated Safeguarding Lead; and
- to **make an immediate referral to children's social care if there is a risk of immediate serious harm to a child.**

The **Governing Body** is responsible for:

- ensuring that the School's safeguarding and child protection arrangements take into account the **procedures and practice of the Suffolk LSCB.**
- nominating one of its members to **manage child protection incidents** on behalf of the Suffolk LSCB and to **liaise with external agencies** where this is required. The nominated Governor is **James Lynas** and his contact details can be found at the start of this policy.

## 8. Training and raising awareness

All staff, including temporary staff, governors, supply and temporary staff and volunteers will be **provided with induction training to assist them in understanding and discharging their roles and responsibilities.** This includes:

- this policy;
- the staff Code of Conduct;
- the Behaviour Policy for pupils
- the identity and role of the Designated Safeguarding Lead;
- signing to indicate they have read and understood Part 1 of Keeping children safe in education (including Annex A for those who work directly with children); and
- ensuring that an awareness is made of what to do if a child is being abused.

All staff including the Headmaster will receive a copy of this policy, Part 1 of Keeping children safe in education and the School's Staff Code of Conduct, and will be required to confirm that they have read and understood these.

The Headmaster, all staff members and the nominated Governor will undertake **appropriate child protection training** which will be updated at least annually in accordance with the advice of Suffolk LSCB and in addition to such formal training, will receive regular informal updates (via e-bulletins, staff meetings or as otherwise appropriate) as required.

**Pupils' awareness of safeguarding and child protection issues** is raised through online resources, tutor sessions, House meetings, assemblies, curriculum and PSHE lessons together with guidance on reducing risks by the safe use of electronic equipment and the internet. Peer support volunteers and School Prefects receive specific Safeguarding and Child Protection training from the DSL.

## 9. Procedures

### a) Early Help

The School provides excellent **pastoral care** to support pupils through the House and tutor systems and the Health Centre. This allows concerns to be identified quickly and appropriate strategies to be put in place. The School and its staff are committed to identifying children who may benefit from **early help**. Early help means providing support as soon as a problem emerges at any point in a child's life. Early help **can also prevent further problems arising**. In particular, the School is alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- has poor mental health;
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- is showing signs of engaging in anti-social or criminal behaviour;
- is showing early signs of abuse and/or neglect;
- has returned home to their family from care.

Many pastoral issues will be picked up at an early stage by senior house staff or tutors and can be resolved at this level. Staff can discuss their concerns, and any early help requirements, with the Designated Safeguarding Lead.

All staff are made aware that they may be required to share information with other professionals to support early identification and assessment and, in some cases, may be required to act as the lead professional in undertaking an early help assessment.

Where early help or other support is appropriate, the case will be kept under **constant review** and consideration will be given to referral to children's social care if the child's situation does not appear to be improving.

## b) Complaints of abuse or neglect

Every complaint or suspicion of abuse or neglect from within or outside the School will be taken seriously and action taken in accordance with this policy.

- **Safeguarding is everyone's responsibility and anyone can make a referral** to children's social care for children in need of help and children at risk of harm.
- The **child protection training provided to staff** considers the types and signs of abuse staff should be aware of. Further details are set out in **Appendix 2**.
- If a member of staff is concerned that a pupil may be suffering harm, the matter should be **referred to the Designated Safeguarding Lead as soon as possible**. If a member of staff suspects or hears a complaint of abuse, the procedures set out in **Appendix 3** must be followed. If at any point there is a risk of immediate serious harm a referral should be made to children's social care and/or the police immediately even if that means without reference to the DSL.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of eighteen, the teacher must report this directly to the police.

## c) Action by the Designated Safeguarding Lead

On being notified of a concern, a suggestion that early help may be useful, a complaint or suspicion of abuse, the **action to be taken by the Designated Safeguarding Lead** will take into account:

- the **local inter-agency procedures** of the Suffolk LSCB;
- the **nature and seriousness** of the concern, suspicion or complaint. A complaint involving a serious criminal offence will always be referred to children's social care or the police;
- the **child's wishes or feelings**; and
- duties of **confidentiality**, so far as applicable.

If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with the MASH Professional Helpline on a no names basis without identifying the family. However, **as soon as sufficient concern exists that a child may be in need of help or at risk of significant harm, a referral to children's social care will be made without delay** (and in any event within 24 hours).

If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to the children's social care within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact the children's social care again.

## d) Dealing with allegations against staff and volunteers

The School has **procedures for dealing with allegations against staff and volunteers** who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of Keeping children safe in education.

- The **LADO will be informed immediately and in any event within one working day of all allegations against staff and volunteers** that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 4.
- **Detailed guidance is given to staff** to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Code of Conduct and Guidance for safer working practice for those working with children and young people in education settings (October 2015).
- The School's separate **Whistleblowing Policy** sets out the procedure for reporting wrongdoing in the workplace that does not involve the safeguarding and welfare of children.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally by calling 0800 028 0285 or emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

#### e) **Allegations against pupils**

Abuse will never be tolerated by the School regardless of the form that that abuse takes and whether it is peer-on-peer or otherwise. **The School will not pass off peer-on-peer abuse as “banter” or “part of growing up”**. The School has procedures for dealing with **allegations against pupils**, which are set out in Appendix 5.

#### f) **Missing child procedures**

All staff are informed of the **Missing Pupil Policy** to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation. The School, via the Senior House Staff, monitors attendance carefully and addresses poor or irregular attendance without delay.

In response to the guidance in Keeping children safe in education, the School has:

- Staff who understand what to do when children do not attend regularly;
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions);
- Where reasonably possible, more than one emergency contact number for each pupil;
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
- Procedures to inform the local authority when it plans to take pupils off-roll when they:
  - leave the School to be home educated

- move away from the School's location
- remain medically unfit beyond compulsory school age
- are in custody for four months or more (and will not return to School afterwards);  
or
- are permanently excluded.

We will ensure that pupils who are expected to attend the School, but fail to take up the place will be referred to the local authority.

When a pupil leaves the School, we will record the name of the pupil's new school and their expected start date.

Please also see the School's separate Missing Pupil Policy for further details.

### **g) Informing parents**

Parents will normally be **kept informed as appropriate of any action to be taken** under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Headmaster, the LADO, children's social care and / or the police before discussing details with parents.

See also Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Headmaster at the School.

## **10. Visitors**

The School keeps a visitors book at Reception. All **visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises** by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

All visitors to the boarding houses must report to the duty member of staff immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit.

See the Visitors and Visiting Speakers Policy for further details.

For the protection and reassurance of our pupils and staff, the Royal Hospital School does not permit anyone who is known to be on the Sex Offenders Register to access the school grounds or building, or to attend any offsite activities (including away fixtures) even if they would otherwise have legitimate reasons for so doing and regardless of any Sexual Harm prevention Order that may be in place. The School may impose a ban in the same terms on any person who is known to have previously been on the Sex Offenders Register.

## 11. Boarding

Boarding schools are required to **promote and protect pupils' welfare**. The School will comply with the relevant national minimum standards and regulations for boarding schools and is particularly alert to the potential for abuse in this setting.

As a member of the Boarding Schools' Association, the school follows the Commitment to Care Charter meaning that:

- We are committed to the highest duty of care and safeguarding;
- Everyone working in the school will raise any concerns immediately
- We will follow all statutory safeguarding guidance and laws and report concerns to the relevant authority and the BSA
- We will support any present pupils affected by abuse and those who report concerns, and offer support to past pupils

## 12. Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEN-D) face additional safeguarding challenges.

There can be additional barriers in recognising abuse and neglect in this group of children such as:

- Assumptions that the possible indicators of abuse relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- Children with SEN-D can be disproportionately impacted by bullying without showing outward signs; and
- Communication barriers and difficulties in overcoming these barriers.

### 13. Confidentiality and information sharing

The School has regard to Suffolk County Council's advice: Guidance for schools on maintaining and transferring pupil safeguarding/child protection records (July 2017)

The School will **keep all child protection records confidential**, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working together to safeguard children*.

Where a pupil who has a safeguarding file moves to another school, the DSL will give consideration to sharing information with the new setting at an early stage and before transferring the file.

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

GDPR and data protection should never be a barrier to the appropriate sharing of information if there are child protection or safeguarding concerns. See DfE non-statutory advice, [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) and the school's own Data Protection Policies.

### 14. Monitoring

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead meet twice a term to **review all aspects of Safeguarding and Child Protection Practice** in School. Records of these meetings are regularly reviewed by the Designated Safeguarding Governor.

The Designated Safeguarding Lead provides the Full Governing Body with an **annual report** on Safeguarding and Child Protection Issues as part of the Safeguarding and Pastoral Policy Performance Review. In addition, Safeguarding and Child protection is a standing item on the agenda of all Full Governing Body meetings.

Any **significant child protection incidents** are reported promptly to the Chair of Governors by the Headmaster. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.

In addition, the **Designated Safeguarding Lead will ensure that this policy is reviewed annually** and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary.

The **Governors will undertake an annual review of this policy** and its procedures including good cooperation with local agencies and of the efficiency with which the relevant duties have been discharged.

The Governors will ensure that **any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay**.

## Appendix 1. The Designated Safeguarding Lead

The **Designated Safeguarding Lead for the School** site is:

- Mr Steven Dixon, Second Master who may be contacted on **01473 326 202**,

The **Deputy Designated Safeguarding Lead for the School** site is:

- Ms Zoe King, Deputy Head (Pastoral) who may be contacted on **01473 326 293**.

The main **responsibilities of the Designated Safeguarding Lead** are to:

- be the **first point of contact** for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection and to provide support, advice and expertise on all matters concerning safeguarding.
- **co-ordinate the child protection procedures** in the School and to review and update regularly the procedures and implementation of the procedures, working with the Governors as necessary.
- ensure that all members of staff and volunteers **receive the appropriate training** on child protection and safer recruitment procedure and to keep and maintain records of this training.
- **link with the Suffolk LSCB** to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- **advise and act upon all concerns, suggestions for early help, suspicions, belief and evidence of abuse** reported to him / her.
- **liaise with the LADO, children's social care and other external agencies** on behalf of the School, including the police and the Disclosure and Barring Service.
- **keep the Headmaster informed of all actions unless the Headmaster is the subject of a complaint** (see **Error! Reference source not found.** for the procedures for dealing with allegations against staff).
- **monitor the keeping, confidentiality and storage of records** in relation to child protection and where a child leaves, ensure his / her child protection file is transferred to the new school as soon as possible separately from the main pupil file.
- **monitor records of pupils in the School who are subject to a child protection plan** to ensure that this is maintained and updated as notification is received
- **liaise with other professionals** to ensure that children who are subject to child protection plans are monitored and, where appropriate, to take part in child protection conferences or reviews.
- **ensure the School meets its duties under the Counter Terrorism and Security Act 2015** to have due regard to the need to **prevent** people from being drawn into terrorism

If the Designated Safeguarding Lead is unavailable, the role will be carried out by the Deputy Designated Safeguarding Lead.

*Keeping children safe in education* also provides that the broad areas of responsibility for the Designated Safeguarding Lead are:

- **Managing referrals**

- **Refer all cases of suspected abuse** to the local authority children's social care and:
  - The LADO for child protection concerns (all cases which concern a staff member);
  - Disclosure and Barring Service (cases where a person is dismissed or leaves due to risk/harm to a child); and/or Police (cases where a crime may have been committed).
- **Liaise with the Headmaster** to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- **Act as a source of support, advice and expertise** to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

- **Training**

The **Designated Safeguarding Lead and Deputy should receive appropriate training** carried out every two years in order to:

- **Understand the assessment process** for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a **working knowledge of how local authorities conduct a child protection case conference and a child protection review conference** and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has **access to and understands the School's safeguarding and child protection policy** and procedures, especially new and part time staff.
- Be **alert to the specific needs of children in need**, those with special educational needs and young carers.
- Be able to keep **detailed, accurate, secure written records** of concerns and referrals.
- Understand and support the school with regards to the requirements of the **Prevent Duty** and be able to provide advice and support to staff on protecting children from the risk of radicalisation;

Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

- Be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and be confident they have the capability to support SEND children to stay safe online;
- Obtain **access to resources and attend any relevant or refresher training** courses.
  
- Encourage a **culture of listening to children and taking account of their wishes** and feelings, among all staff, in any measures the School may put in place to protect them.

### • Raising Awareness

The Designated Safeguarding Lead should ensure that the **School's policies are known and used appropriately:**

- Ensure the **School's Safeguarding and Child Protection Policy is reviewed at least annually** and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the **Safeguarding and Child Protection Policy is available publicly** and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School.
- **Link with the Suffolk LSCB** to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where **children leave the School, ensure their child protection file is transferred** to any new school or college as soon as possible but transferred separately from the main pupil file. Confirmation of receipt should be obtained.

## Appendix 2. Types and signs of abuse

### Types of abuse

**Abuse** is 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. They may be abused by an adult or adults or another child or children. Child abuse can take various forms, all of which can cause long-term damage to a child. Keeping children safe in education defines the following types of abuse.

- **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.
- **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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, depressed, excessively dependent, attention seeking or to self-harm or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Other issues of concern

### e-Safety

Safeguarding includes online safety. Children and young people can be vulnerable to exploitation or abuse through the medium of Information Communication Technology. It is important that staff, parents and volunteers are alert to potential risks children or young people may be exposed to, and that steps have been taken to mitigate the risk of this occurring, with specific reference to:

- **Content** – including exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, hate or intolerance) and illegal material (including images of child abuse)
- **Contact** – including grooming using communication technologies leading to inappropriate behaviour or abuse
- **Commerce** – including exposure to inappropriate advertising, online gambling, identity theft and financial scams
- **Culture** – including bullying via websites, mobile phones or other communication technologies, or inappropriate downloading of copyright materials (i.e. music, films, images); exposure to inappropriate advertising, online gambling and financial scams.

Addressing these issues through training for staff and volunteers and awareness raising with service users, or members of the community, will be undertaken by the School.

### Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside School. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or) on electronic devices, including mobile phones.

See the Department for Education's non-statutory advice, *Cyberbullying: Advice for headteachers and school staff* for further guidance.

Child sexual exploitation is a form of child sexual abuse.

Keeping children safe in education also acknowledges the following as specific safeguarding issues:

- **child sexual exploitation:** CSE is defined by the Department for Education as a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual

activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, and sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

- **Inappropriate relationships:**

- usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

- **Boyfriend/Girlfriend:**

- abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

- **Organised exploitation and trafficking:**

- Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

- **honour based violence (HBV) including female genital mutilation (FGM):**

- HBV encompasses crimes committed to protect the honour of a family or community. In addition to FGM it can include forced marriage and breast ironing. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi-Agency Practice Guidelines ([www.gov.uk/government/publications/female-genital-mutilation-guidelines](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines)). Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

There is a mandatory duty on professionals (including teachers) to report personally to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the School's Designated Safeguarding Lead and involve children's social care as appropriate.

- **private fostering:** is when a child under the age of 16 (or under 18 if the child is disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement between a parent and a carer, for 28 days or more. 'Close relatives' are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether full blood, half blood or by marriage). People become private foster carers for all sorts of reasons. Private foster carers can be a friend of the child's family or be someone who is willing to care for a child of a family they do not know. It is not private fostering if the placement was made by a social worker who has intervened on behalf of the local authority. Under the Children Act 1989, there is a legal requirement for local authorities to be notified of any private fostering arrangements.
- **preventing radicalisation:** protecting children from the risk of radicalisation is part of the School's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is 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. Calls for the death of members of Britain's armed forces, whether in this country or overseas forms part of the definition of extremism. There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

Specific background factors may contribute to vulnerability, which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

From 1 July 2015, all schools must have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the 'Prevent duty'. Where there are concerns about children and young people being drawn into terrorism or radicalised, normal safeguarding processes, as set out in this policy, are available. General, non-emergency advice is available from the Department for Education and a link can be found to that advice in the contacts section of this policy. The Designated Safeguarding Lead may also refer pupils by the use of a Vulnerable to Radicalisation (VTR) Form through the local children's services 'Channel' multi-agency process on the Customer First contact numbers as set out in the contacts section of this policy.

Staff should also be aware of the other important issues listed below, useful further information about which can be found in Annex A of KCSIE:

- bullying including cyberbullying;
- children and the court system

- children missing education;
- children missing from home or care;
- children with family members in prison
- child criminal exploitation: county lines
- domestic abuse;
- drugs;
- gangs and youth violence;
- so called “honour-based” violence;
- homelessness
- mental health;
- ‘sexting’;
- teenage relationship abuse;
- trafficking;
- peer-on-peer abuse

## Signs of abuse

**Possible signs of abuse** include, but are not limited to:

- the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;
- 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;
- 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;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

- the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and
- 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.

The Suffolk LSCB can provide advice on the signs of abuse and the NSPCC website is also a good source of information and advice.

## Appendix 3. Guidance for staff on suspecting or hearing a complaint of abuse

### Action staff must take

**The initial response to a child reporting abuse is critical.** Any victim must be reassured that he or she is **being taken seriously** and that he or she will be **supported and kept safe**. The child must never be given the impression that he or she is creating a problem or be made to feel ashamed.

**All** staff should be prepared to receive a disclosure, recognising that, in doing so, that child has placed them in a position of considerable trust

A member of staff suspecting or hearing a complaint of abuse:

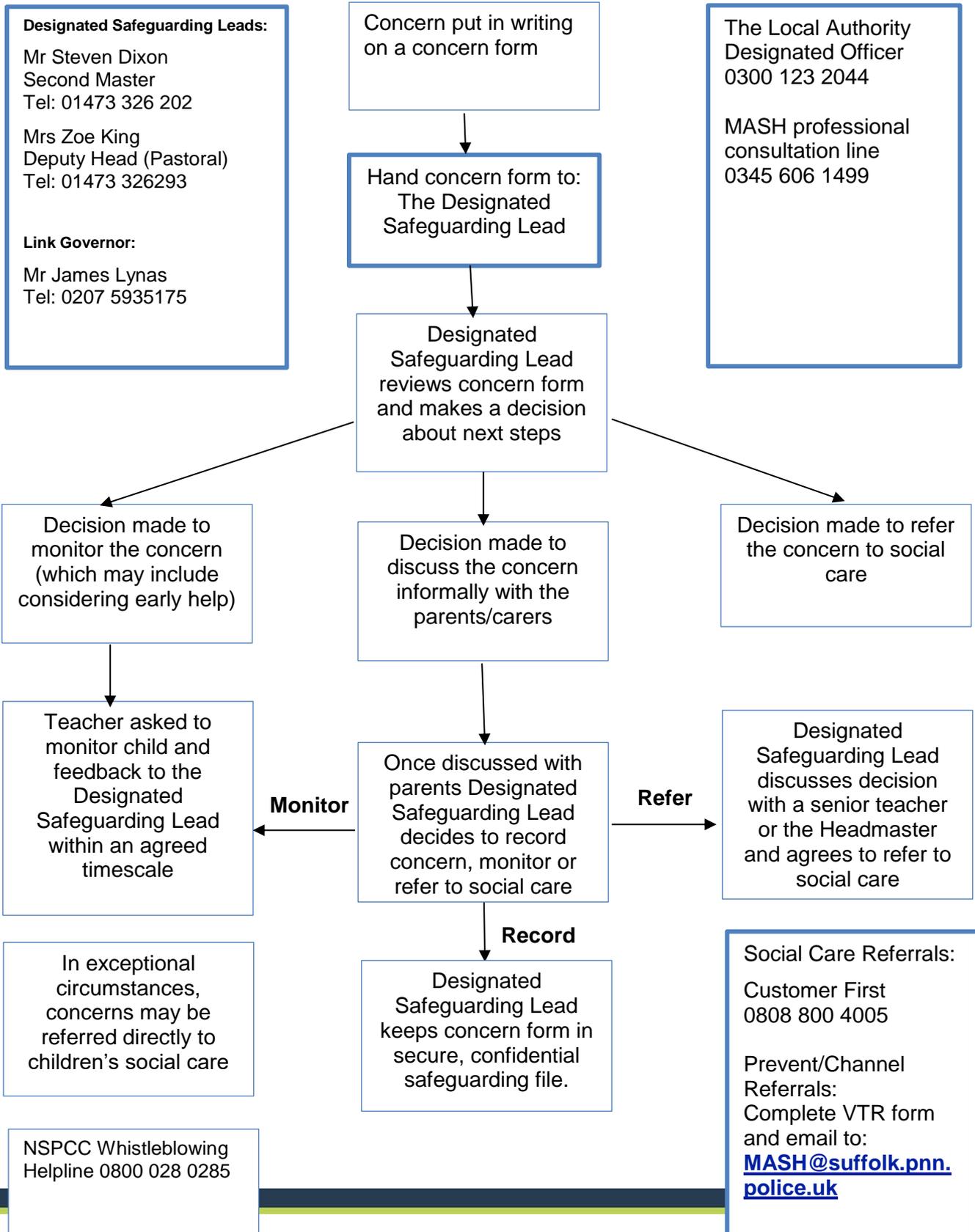
- must **listen carefully to the child**, keeping an open mind and remaining non-judgemental. The member of **staff should not take a decision as to whether or not the abuse has taken place**;
- must **not ask leading questions**, i.e. a question which suggests its own answer but it is acceptable to prompt with open questions (where, when what &c.);
- must **reassure the child but not give a guarantee of absolute confidentiality**. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken; and
- must promptly **keep a sufficient written record of the conversation**. The record should include:
  - the date and time;
  - the place of the conversation; and
  - the facts as the child presents them without any interpretation or opinion from the note taker
  - what was said and done by whom and in whose presence.
- A report should be made on the School's Concern Form. It should then be signed by the person making it and should use names, not initials. The report, along with any notes or other evidence, must be kept securely and handed to the Designated Safeguarding Lead as soon as possible.
- If the report contains an online element, staff should refer to the advice on searching devices in the Behaviour Policy. Particular care must be taken not to view or forward illegal images of a child.
- must keep the child's circumstances **under review and re-refer** the situation to the Designated Safeguarding Lead if there is not an improvement.

**All evidence**, for example, scribbled notes, mobile phones containing text messages, clothing, computers, **must be safeguarded and preserved** and passed to the Designated Safeguarding Lead.

All **suspensions or complaints of abuse must be reported to the Designated Safeguarding Lead** as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 4 should be followed. If there is a **risk of immediate serious harm** to a child and it is not possible to report to one of the Designated Safeguarding Leads, a **referral should be made to children's social care immediately**.

A flowchart for raising safeguarding concerns about a child can be found on the following page.

### FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



## Appendix 4. Dealing with allegations against members of staff, volunteers or the Headmaster

### The School's procedures

The School's procedures for dealing with allegations made against staff will be used where the member of staff or volunteer has:

- behaved in a way that has **harmed a child, or may have harmed a child**;
- **possibly committed a criminal offence** against or related to a child; or
- behaved towards a child or children in a way that **indicates he or she would pose a risk of harm** if he or she work regularly or closely with children.

Any allegations not meeting these criteria will be dealt with in accordance with the Suffolk Safeguarding Children Board procedures. Advice from the LADO will be sought in borderline cases.

All such allegations must be dealt with as a priority so as to avoid any delay.

### Reporting an allegation against staff or volunteer

Where an **allegation or complaint is made against any member of staff or volunteer**, the matter should be **reported immediately to the Headmaster, or in his absence to the Chair of Governors**. Where appropriate, the Headmaster will consult with the Designated Safeguarding Lead and the allegation will be discussed immediately with the LADO before further action is taken.

Where an **allegation or complaint is made against the Headmaster, the matter should be reported immediately to the Chair of Governors**, or in his / her absence the Deputy Chair, without first notifying the Headmaster. Again, the allegation will be discussed immediately with the LADO before further action is taken.

If it is not possible to report to the Headmaster or Chair of Governors in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Headmaster or, where appropriate, the Chair of Governors.

The **person taking action in accordance with the procedures in this Appendix is known as the "case manager"**.

### Disclosure of information

The **case manager will inform the accused person of the allegation as soon as possible** after the LADO has been consulted.

- The Parents or carers of the child(ren) involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.
- Where the LADO 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 accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

### Action to be taken against the accused

A school has a **duty of care towards its employees** and as such, it must ensure that **effective support is provided for anyone facing an allegation**. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

Where an investigation by the police or children's social care is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the Suffolk Safeguarding Children Board.

- **Suspension**

Suspension will not be an automatic response to an allegation and will only be **considered in a case where**:

- there is **cause to suspect a child or other children at the School is or are at risk of significant harm**; or
- the **allegation is so serious that it might be grounds for dismissal**.

Suspension will not be automatic and consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The LADO will be contacted for advice if necessary.

A **member of staff will only be suspended if there is no reasonable alternative**. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

If a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements will be made for alternative accommodation away from children. If the case manager is concerned about the welfare of other children in the community of the teacher's family, those concerns should be reported to the LADO, children's social care or the police.

- **Criminal proceedings**

The **School will consult with the LADO following the conclusion of a criminal investigation** or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

- **Return to work**

If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child(ren) who made the allegation.

### **Ceasing to use staff**

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a **settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible** if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, **any child protection allegations will still be followed up by the School in accordance with this policy** and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, **separate consideration will be given as to whether a referral to the Teaching Regulation Agency should be made.**

### **Timescales**

All **allegations must be dealt with as a priority** so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Headmaster should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

### **Unsubstantiated or malicious allegations**

Where an **allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action** in accordance with the School's Behaviour Policy.

Where a **parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children** from the school on the basis that they have treated the school or a member of staff unreasonably.

Where a **member of staff has made a deliberately invented or malicious allegation the Headmaster may take disciplinary action** against the member of staff in accordance with the School's Disciplinary Rules, Procedures and Grievance Policy.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the **school reserves the right to contact the police** to determine whether any action might be appropriate.

### **Record keeping**

Details of **allegations found to be malicious will be removed from personnel records.**

For **all other allegations, full details will be recorded on the confidential personnel file** of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

## Appendix 5. Allegations against pupils (Peer-on-peer allegations)

At the Royal Hospital School, we believe that all children have a right to attend School and learn in a **safe environment**. Children should be free from harm by adults in the School and other pupils. Any victim of peer-on-peer abuse will be taken seriously, supported and kept safe with all staff acting in the best interests of the child.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the School's Behaviour Policy and Anti-Bullying Policy. These policies set out clear procedures, which seek to minimise the risk of peer-on-peer abuse. Peer-on-peer abuse can manifest itself in many ways and can include bullying (including cyberbullying), sexting, sexual violence, sexual harassment and gender-based issues. Abuse will never be tolerated by the School regardless of the form that that abuse takes and whether it is peer-on-peer or otherwise. **The School will not pass off peer-on-peer abuse as "banter" or "part of growing up"**. The School recognises that children can be particularly vulnerable in residential settings and staff are alert to the potential for peer-on-peer abuse in the boarding houses. Where an issue of pupil behaviour or bullying gives reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies.

Occasionally, allegations may be made against pupils by others in the School which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the School;
- indicates that other pupils may have been affected by this pupil;
- indicates that young people outside the school may be affected by this pupil.

**Examples of safeguarding issues against a pupil could include:**

- **Physical Abuse**
  - violence, particularly pre-planned;
  - forcing others to use drugs or alcohol.
- **Emotional Abuse**
  - blackmail or extortion;
  - threats and intimidation.
- **Sexual Abuse**
  - indecent exposure, indecent touching or serious sexual assaults;
  - forcing others to watch pornography or take part in 'sexting' (specific guidance on sexting can be found in the publication from the UK Council for Child Internet Safety Education)

Group, Sexting in schools and colleges: responding to incidents and safeguarding young people (2016 )

- **Sexual Exploitation**

- encouraging other children to attend inappropriate parties;
- photographing or videoing other children performing indecent acts;
- young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

We recognise that peer-on-peer abuse is gendered and that girls are more likely to be victims and boys perpetrators, however, all peer-on-peer abuse is unacceptable and will be taken seriously. It may be that different issues can be more or less prevalent depending on gender. This could, for example, include girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence.

The School will ensure that any victim or alleged victim of peer-on-peer abuse is provided with appropriate support which may include involving other professionals and which will be tailored to the needs of the child on every occasion.

On occasion, some pupils will present a safeguarding risk to other pupils. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When an **allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern**. If there is a safeguarding concern, the Designated Safeguarding Lead should be informed.

A **factual record should be made** of the allegation, but no attempt at this stage should be made to investigate the circumstances.

Where a **pupil is at risk of significant harm, the Designated Safeguarding Lead will contact social services** to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a social services referral where appropriate.

The **Designated Safeguarding Lead will make a record** of the concern, the discussion and any outcome and keep a copy in the files of both pupils.

If the allegation indicates a **potential criminal offence has taken place, the police should be contacted** at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

It **may be appropriate to suspend the pupil** being complained about for a period of time according to the School's Behaviour Policy and procedures.

Where neither social services nor the police accept the complaint, a **thorough School investigation** should take place into the matter using the School's usual disciplinary procedures.

In situations where the **School considers a safeguarding risk is present, a risk assessment should be prepared** along with a preventative, supervision plan. The School will take advice from children's social care

and take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

If it is necessary for a **pupil to be interviewed by the police** in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, **the pupil's parents are informed as soon as possible and that the pupil is supported** during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

## Glossary of Acronyms

ACCORD	Adults & Children Coordination Services
ACS	Adults & Children's Services
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CEOP	Child Exploitation & Online Protection
CIN	Child In Need
CME	Child Missing Education
CP	Child Protection
CPD	Continuing Professional Development
CPSLO	Child Protection School's Liaison Officer
CSCI	Commission for Social Care Inspection
CSE	Child Sexual Exploitation
CYP	Children & Young People
DBS	Disclosure and Barring Service (formerly CRB: Criminal Record Bureau)
DfE	Department for Education
DoB	Date of Birth
DSL	Designated Safeguarding Lead (for Child Protection)
EWO	Educational Welfare Officer
FGM	Female Genital Mutilation
HBV	Honour Based Violence
HR	Human Resources
ICT	Information and Communications Technology
IICSA	Independent Inquiry into Child Sex Abuse (chaired by Prof. Alexis Jay)
ISI	Independent Schools Inspectorate
IWF	Internet Watch Foundation
KCSIE	Keeping Children Safe in Education
LAC	Looked After Child
LADO	Local Authority Designated Officer (for Child Protection)
LSCB	Local Safeguarding Children Board
MAPPA	Multi Agency Public Protection Arrangements
MARF	Multi Agency Referral Form
MASH	Multi Agency Safeguarding Hub
NCSC	National Care Standards Commission
NSPCC	National Society for the Prevention of Cruelty to Children
PAM	Parental Alcohol Abuse
PIR	Parent in the Room
PSHE	Personal, Social & Health Education
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SGII	Self-Generated indecent Image
SW	Social Worker
STI	Sexually Transmitted Infection
TAC	Team around the Child
TRA	Teaching Regulation Agency (formerly National College for Teaching and Leadership)
UTI	Urinary Tract Infection
VTR	Vulnerable To Radicalisation
WTTSC	Working Together to Safeguard Children
YOS	Youth Offending Service