



Safeguarding Policy

Reviewer: Karen Papirnik, Principal

Review date: 8/02/2017

Operational from: March 2017 to August 2018

Next review date: February 2018

Principal's Signature:

A handwritten signature in black ink that reads "Karen Papirnik".

'School' refers to Jack & Jill School, including the Pre-prep and Clarence House Preparatory School (CHPS); 'parents' refers to parents, guardians and carers.

This policy is available on the School MIS (School Kompanion); hard copies will be provided on request)

SAFEGUARDING and CHILD PROTECTION POLICY

Applies to: The whole school, from the Early Years Foundation Stage through to the end of the Preparatory phase at Clarence House.

Related Documents:

Keeping Children Safe in Education 2016
Working Together to Safeguard Children 2015
Information Sharing HM Government 2015

Children Act 1989, 2004 and 2006
Protection of Children Act 1999
Education Act 2002
Disqualification under the Children Act 2006.
Data Protection Act 1998
Equality Act 2010
Education (Independent School Standards) (England) Regulations 2014 as amended September 2015.
The Statutory Framework for the Early Years Foundation Stage 2014.
Prevent Duty Guidance: for England and Wales 2015

Related School policies including but not limited to:

- Allegation against Staff (11.2)
- Code of Practice for Staff (11.3)
- Safer recruitment (11.4)
- Missing Children (11.5)
- Anti bullying (2.1-2.4)
- Behaviour Management (3.1-3.5)
- ICT Policy (7.2-7.6)

Available from:

The School Office, website and our School Kompanion (MIS)

Monitoring and Review:

- Safeguarding procedures are reviewed regularly by the Principal including a formal annual review for the purposes of monitoring.

SAFEGUARDING and CHILD PROTECTION POLICY

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Additional safeguarding policies can be found in the following documents:

- 11.2 Allegations against staff
- 11.3 Code of Behavior for staff
- 11.4 Safer Recruitment and Procedures
- 11.4 Missing children's policy

Introduction

Jack and Jill School is committed to its moral and statutory responsibility to safeguard and promote the welfare of all children. Our aim is to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures, as well as working together with other agencies, to ensure that children receive effective support and protection if they are at risk of suffering harm.

The School recognises all forms of abuse, including physical, emotional, sexual and neglect, as well as specific safeguarding issues, outlined in Keeping Children Safe in Education 2016, such as Child Sexual Exploitation and Female Genital Mutilation. This Policy has been developed in accordance with the procedures set out by the London Borough of Richmond upon Thames Safeguarding Children Board.(LSCB)

Jack and Jill's commitment to safeguarding includes provision in the Early Years, where the procedure for any concerns about children's safety or welfare is treated in the same way as in the rest of the School and is set out within this policy. The Early Years Foundation Stage 2014 (EYFS) places clear duties on providers to keep children safe and promote their welfare. It states that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.

Principles and Aims:

Our core safeguarding principles are:

- To take all reasonable steps to safeguard and protect the rights, health and well-being of all children regardless of age, gender, ability, culture, race, language, religion or sexual identity.
- To promote & apply the principle that the welfare of the child is paramount.
- To recognise the importance of early intervention and need for all staff to respond to allegations or disclosures appropriately, as set out in our Guidance for Staff and Code of Practice for Staff.
- To liaise with the local authority on issues of safeguarding and child protection.
- To ensure that all staff understand their equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this policy.
- To ensure that all children and staff involved in child protection issues receive appropriate support from the designated officers, who will follow the procedures set out in this policy.
- To ensure that all members of staff read and understand this Safeguarding Policy and the Code of Practice for Staff, as well as Keeping Children Safe in Education July 2016 part 1.

The School's safeguarding aims are:

- To provide an environment in which children feel safe, secure, respected and confident, so that they feel able to approach adults if they are suffering from abuse or are at any risk of harm.
- To ensure all staff understand their responsibilities in recognising and reporting any safeguarding concerns or signs of abuse.
- To take all reasonable measures to protect every child from any form of abuse, whether from an adult or another pupil.
- To develop structured safeguarding procedures to be followed by all members of staff.
- To teach all pupils about safeguarding as part of a broad and balanced curriculum.
- To take all reasonable measures to ensure the School premises are secure.
- To have procedures in place for missing children (see Missing Children Policy 11.5).

- To fulfil the School's Prevent Duty, to identify and protect children at risk of radicalisation and extremism.
 - To comply with and promote the welfare requirements of the Early Years Foundation Stage: ensuring positive relationships and enabling environments in order for children to stay safe.*
 - To ensure consistent good practice relating to safeguarding across the School.
- * Normal safeguarding procedure applies, but the School also informs the Early Years Service, as well as the SPA and Ofsted of any allegations involving pupils within the Early Years setting.

'Keeping Children Safe in Education' contains the following definitions, where a child is everyone under the age of 18:

Safeguarding

Safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Action should also be taken to promote the welfare of a child in need or additional support, even if they are not suffering harm or are or at immediate risk.

Child Protection

Child Protection is part of safeguarding and promoting the welfare of children. This refers to the activity that is undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

WHERE A CHILD IS SUFFERING SIGNIFICANT HARM, OR IS LIKELY TO DO SO, ACTION SHOULD BE TAKEN TO PROTECT THAT CHILD.

Management of Safeguarding Responsibilities

Designated Safeguarding Lead (DSL), Prevent and Channel lead for the whole school:

Miss Cara Ventham

Contact details: 07595 691196 or c.ventham@jackandjillschool.org.uk

Proprietor: Miss Karen Papirnik, Principal

Contact details: 07795 253170 or k.papirnik@jackandjillschool.org.uk

The lead DSL is the first point of contact for external agencies relating to safeguarding and also the person responsible for the prevention of radicalism. Miss Ventham is the School's Deputy Principal and therefore has the authority within the School to carry out the duties of this post.

The Proprietor, Miss Papirnik is responsible for calling for and interrogating safeguarding audits.

Deputy Designated Safeguarding Lead Team:

Nick Hitchen, Head Teacher Clarence House: 0781 6066858 n.hitchen@jackandjillschool.org.uk

Catherine Taylor, Deputy Head of Early Years: 07875 138446 c.taylor@jackandjillschool.org.uk

Anne Raeburn, After School Manager: 07897 389797 a.raeburn@jackandjillschool.org.uk

Kaye Ward, Holiday Club Manager: 07496000848 k.ward@jackandjillschool.org.uk

PROCEDURES

All staff and volunteers at the School have a legal duty:

- To protect children from abuse
- To follow the procedures in this policy
- To have read this policy and Part 1 of Keeping Children Safe in Education 2016 – the School ensures mechanisms are in place to assist staff to understand and discharge their role and responsibilities through during the induction and supervision process.
- To abide by the School's Code of Practice for Staff
- To be aware of signs of abuse and neglect
- To report any matters of concern to the Designated Safeguarding Lead(s) or make an immediate referral directly to

SPA (Single Point of Access): 020 8891 7969 (8am-6pm) or out of hours the Emergency Duty team on 020 8744 2442 or

**LADO. (Local Authority Designated Officer): 020 8547 5008 (office hours)
lado@richmond.gov.uk.cjism.net**

Guidelines for Staff

Safeguarding is everyone's responsibility and the needs and welfare of children are paramount.

If a member of staff is concerned that a child may be suffering harm, this should be referred to one of the Designated Safeguarding Leads (DSL) as soon as possible.

The DSL will decide whether to make a referral to SPA or LADO and do so within 24 hours. The DSL will also inform the Principal and Designated Safeguarding Lead, Karen Papirnik.

Concerns about the Designated Safeguarding Lead should be raised directly with **LADO**.

If there is a risk of immediate serious harm a referral should be made to the Police immediately.

A safeguarding concern could arise from: a disclosure by a pupil, physical signs, changes in a child's behaviour over time, a child appearing unusually distressed, anxious or withdrawn.

Responding to allegations or disclosure:

- Stop other activity and focus on what has been seen or is being said.
- Understand that responding to suspicion of abuse takes immediate priority.
- Reassure the child they have done the right thing by telling you and they are not to blame.
- NEVER promise to keep a secret/confidentiality
- Ask open ended questions for clarification purposes only and to encourage the child to talk

spontaneously (this will not put future investigations at risk)

- Report any concerns to a DSL immediately.
- Ask the parent/carer about what has been observed, so long as this does not put the child at increased risk; also ask the child about the matter causing you concern if he/she is old enough, and note his/her response and how they behave.
- Take action to obtain urgent medical attention for the child if required.
- Record what has been heard or seen, what has been said, and what has been done as a result. This record should include date, time, place of conversation and the essence of what was said by whom and who was present. This should be signed, using full names rather than initials.
- Use a body map if appropriate but do **not** take photographs.
- Keep notes taken at the time, without amendments, omissions or addition, whatever subsequent reports may be written (dated and signed on each page).
- **Talk to the SPA on 020 8891 7969 (8am-6pm) or out of hours the Emergency Duty team on 020 8744 2442 without delay if necessary.**
- Operate on a need-to-know basis only; do not discuss the issue with colleagues, friends or family.
- Seek support yourself if distressed.

Parental agreement will be sought for a referral to the Single Point of Access (SPA) unless seeking agreement is likely to place the child at risk of significant harm. The child's view will also be taken into account. If the DSL has any doubts or reservations about involving the child's family, he/she will seek direction from the Single Point of Access (SPA) or police. If a decision is made not to discuss the concerns with the child's parents, this will be recorded together with the reason for this decision.

Action by DSL:

On being notified of an allegation or suspicion of abuse, the DSL will follow the inter-agency procedures of the LCSB, consider the nature and seriousness of the suspicion or complaint, the child's feelings and any duty of confidentiality to decide whether a referral should be made.

If in any doubt, advice will be sought from SPA on a no names basis initially.

Once a referral is made by telephone, the DSL will complete the LCSB pro forma online form and submit to the SPA within 24 hours.

The DSL will file a copy of the referral, and/or open a safeguarding file which will be kept up to date & filed securely separate from the child's normal records.

Referral to children's social care

The DSL will follow the procedures set out by the LSCB if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If the DSL is seriously concerned about a child's immediate safety, he/she will contact the police on 999. The School keeps records of all decisions or actions agreed in discussion with SPA.

Early and Inter-Agency Help

The School recognise the importance of early intervention and need for all staff to respond to child protection allegations or disclosures appropriately and also the need for all staff to be able to identify vulnerable learners. To assist staff in identifying vulnerable learners, the School

ensures staff understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm. This is discussed in supervisions and continuous support provided by DSLs. All vulnerable children are monitored on a regular basis. Where a child and family would benefit from coordinated support from more than one agency (for example health, housing, education) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be necessary via a statutory assessment under the Children Act 1989. The Early help assessment is undertaken by a lead professional who could be a teacher, special educational needs coordinator, GP, family support worker and/or health visitor.

Safeguarding Training

Safeguarding training is included in the School's mandatory induction process. All staff are required to read and confirm understanding of this Safeguarding Policy, the School's Code of Practice for Staff, Part 1 of Keeping Children Safe in Education (2016) and the identity and contact details of the Designated Safeguarding Leads(s) DSL. Staff are required to sign to confirm they have read these documents on their Induction Record Form. All staff are then required to complete Safeguarding Level 1 online training upon appointment or before starting work at the School. Once employed all staff attend Level 2 training as part of the School's INSET programme every three years (in addition to DSLs completing the relevant training every two years). New staff join the training cycle unless their role in the school requires a higher level of training sooner when they will attend a Level 2 or 3 accredited safeguarding course.

Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also cause distress and anxiety for staff involved. Jack and Jill support children, their families and staff by:

- taking all suspicions and disclosures seriously;
- responding sympathetically to any request from a member of staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of help lines, counselling or other avenues of external support;
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures;
- cooperating fully with relevant statutory agencies.

Duties of Designated Safeguarding Lead:

- Refer all cases of suspected abuse to the local authority children's social care via SPA.
- Report to the Disclosure and Barring Service (DBS) cases where a member of staff is dismissed or resigned due to risk/harm to a child); and/or the Police.
- Act as a source of support, advice and expertise to staff on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The DSL is retrained every two years and receives some form of appropriate safeguarding training annually. The DSL's training includes:

- understand the assessment process for providing early help and intervention;

- understand how local authorities conduct child protection case conferences and review conferences and be able to attend and contribute to these effectively when required;
- ensure each member of staff has access to and understands the School's Safeguarding Policy and Procedures, especially new 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;
- obtain access to resources and attend relevant and/or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings and introduce measures to protect them.

The DSL also undertakes Prevent Awareness training and is able to provide advice and support to other members of staff on protecting children from radicalisation.

All Designated Safeguarding Leads will:

- ensure all staff recognise that safeguarding is everyone's responsibility and know that they can make a referral to SPA or LADO directly;
- provide support, supervision and advice for any staff member, volunteer or student with a safeguarding or child protection concern;
- provide safeguarding and child protection induction for new staff, students and volunteers;
- have an understanding of LSCB procedures (www.kingstonandrichmondscb.org.uk);
- undertake Safeguarding and Child Protection training, including appropriate 'Prevent' awareness training and ensure all training is up to date;
- attend case conferences, core groups or multi-agency planning meetings, contribute to assessments and reports;
- ensure all Safeguarding and Child Protection training is cascaded to other staff;
- ensure accurate safeguarding training records are kept;
- liaise with and make referrals to appropriate agencies about children where there are safeguarding or child protection concerns;
- co-ordinate the development of integrated practice for vulnerable children and families;
- co-ordinate the early identification of vulnerable children and families and the involvement of parents and carers;
- co-ordinating 'Common Assessment Framework' (CAF) and 'Team Around the Child' (TAC) approaches in cases where a child requires additional support rather than protection;
- develop effective links with relevant statutory agencies eg Health, Police, GPs, Local Authority;
- ensure that the Safeguarding Policy is updated, and that all staff have read and understood this policy;
- ensure that policies and procedures relating to safeguarding and child protection are fully implemented by staff, students and volunteers;
- encourage a culture of listening to children amongst all staff and embed robust Safeguarding and Child Protection practices across all areas of the provision;
- liaise with OFSTED about safeguarding concerns;
- set up and manage clear, accurate and confidential record keeping systems.
- ensure the child protection file for any child leaving the school is transferred to the new school, separately from the main file, ensuring secure transit and confirmation of receipt.

The Designated Safeguarding Lead may call upon her deputy DSL team (listed on p.3) to carry out these responsibilities and liaise with outside organisations, parents and other agencies as appropriate. They will also provide support and direction to staff to carry out their safeguarding

duties. The School requires a member of the Designated Safeguarding Lead's team to be onsite whenever there are children in attendance.

Recognising Abuse

It is important to remember that children are unique and varied individuals, their response to trauma will be as individual as they are. Child abuse can happen to any child in any family in any organisation or setting. Children are more likely to be abused by people they know.

The School ensures all staff understand their responsibility to be alert to indicators of abuse and to refer any concern to a Designated Safeguarding Lead. Categories of abuse are set out below and include; physical abuse, emotional abuse, sexual abuse, neglect, child sexual exploitation and female genital mutilation:

Abuse: a form of maltreatment of a child; an individual may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused by an adult/s or another child/ren. Signs of abuse may not always be obvious and children may not speak to anybody about what is happening or has happened to them. A child may show signs of abuse from the categories outlined in this section. This list may not be comprehensive or definitive but gives an indication of situations which should alert to possible causes for concern.

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.

Signs of Physical Abuse

- unexplained bruising, marks or injuries on any part of the body
- bruising to a non-independently mobile baby
- multiple bruising in clusters, often on the upper arm, outside of the thigh
- bruising of different colours indicating repeated injuries
- fingertip bruising to the chest, back, arms or legs Bruises which are in the shape of a object or hand;
- scalp that is bruised or swollen eyes possibly the result of hair being violently pulled;
- defensive wounds or bruising commonly seen on forearms, upper arms, hands and even feet and legs;
- human bite marks
- burns of any shape or size
- other injuries and health issues – scarring, effects of being poisoned such as vomiting,
- seizures or feeling drowsy, or respiratory problems.
- an injury for which there is no adequate explanation.

Domestic Violence

The Government's definition of domestic violence and abuse is:

“Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or

abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: psychological, physical, sexual, financial, emotional.

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.”

Signs of Domestic violence in Children:

- Aggressive behaviour
- Anti-social behaviour
- Acting out their experiences
- Suffering from depression or anxiety
- Not achieving potential – due to difficulties at home or disruption of moving from refuges.

Drug/alcohol abuse

If a parent or carer appears to be under the influence of alcohol or drugs or to be totally distressed and unable to provide appropriate supervision for their child when collecting him/her from school, the DSL or a Deputy in their absence must be notified immediately. Any known agency already involved with the child or family will be informed. Pupils affected by their own or others drug and/or alcohol abuse, including tobacco, all illegal drugs, medicines, ‘legal highs’ and volatile substances, must have access to appropriate support from local services.

Emotional abuse:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on his/her emotional development. This 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, 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.

Signs of Emotional Abuse:

- Neurotic behaviour, for example hair twisting, rocking
- Being unable to play
- High level of anxiety, withdrawal and feeling unhappy
- Fear of making mistakes

- Looking for affection or avoid affection
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behavior
- Lack of trust, difficulty accepting praise and having low self-esteem;
- Developmental delay
- Attention seeking behaviour
- Aggressive to other children or animals
- Appearing distant from their parent or carer
- Use of language or acting in a way inappropriate for their age

Sexual abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. 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. This also includes 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). Men, women and other children can commit acts of sexual abuse.

Signs of Sexual Abuse

- Pain, itching, bruising or bleeding or any sexually transmitted diseases.
- Recurrent genital discharge or urinary tract infections without apparent cause.
- Stomach pains.
- Sudden or unexplained change in behaviour.
- Apparent fear of someone.
- Running away from home.
- Nightmares or bed-wetting.
- Self-harm, self-mutilation or attempts at suicide.
- Abuse of drugs or other substances.
- Eating disorders.
- Sexualised behaviour or knowledge in young children.
- Sexual drawings or language.
- Taking a parental role at home and functioning beyond their age level.
- Not being allowed to have friends.
- Alluding to secrets they cannot reveal.
- Telling other children or adults about abuse.
- Reluctance to get undressed where changing into other clothes is normal.

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 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.

Signs of neglect:

- Squalid, unhygienic and/or dangerous conditions at home which is unsafe to live in
- Parents or carers that fail to meet the child's health and development needs eg failing to get medical advice when the child is ill
- Child who is overweight or underweight, and may appear hungry
- Continually having a lack of energy and feeling tired
- Children appearing dirty and/or unkempt
- Incurring frequent injuries
- Developmental delay

Keeping Children Safe in Education also defines the following specific safeguarding issues:

Child Sexual Exploitation

"Child sexual exploitation is 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."

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, 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.

Routes into Sexual Exploitation include; an older boyfriend that the child becomes increasingly dependent on, gang exploitation (sexual activity in exchange for protection or as initiation), peer exploitation / sexual bullying, online grooming (where perpetrators are able to conceal their true age, gender and identity), family exploitation (vulnerable older family member may involve child in exploitation), trafficking or opportunist targeting.

Signs of CSE

- Unexplained injuries
- Multiple pregnancies
- Sexually transmitted diseases
- Pelvic inflammatory disease

- A rapid change in appearance

- Sexualised behaviour
- Self-harm
- Change in eating habits
- Mental health problems
- Disruptive behaviour

Forced Marriage and so called Honour-based Violence: So-called honour-based violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called Honour-based Violence are abuse and should be handled and escalated as such. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking wages or withholding money) can also be a factor.

Female Genital Mutilation (FGM):

It is estimated that every year 2 million girls around the world are affected by FGM with girls from Africa, Middle East and South East Asia, but also some girls in the immigration population of Europe, America and Australasia. Girls aged between 4 and 14 are most at risk, but older or younger girls could also be at risk.

FGM 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. 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. **Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is under 18, there is now a statutory duty upon the teacher to report it to the police.**

Signs of FGM

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place:

- A child may talk about going on a special holiday to a country where this procedure is prevalent
- A child talking about a special procedure or ceremony that is going to take place
- A child may refer to a celebration or special occasion as 'becoming a women'
- A prolonged absence from school
- Change in behavior on return
- Damage to the genital area or adjacent tissue
- Pain or difficulty in sitting, walking or standing
- Bleeding or infection
- Urine retention
- Fracture or dislocation as a result of restraint
- Physiological damage, including depression and anxiety.

Other Specific Safeguarding issues:

The School is aware of other specific safeguarding issues listed below and guidance can be sought from the Local Safeguarding Children Board (www.kingstonandrichmondlsqb.org.uk) and/or the NSPCC (www.nspcc.org.uk): These include;

- Child missing from education,
- bullying including cyberbullying (see specific bullying and cyber safety policies),
- fabricated or induced illness,
- faith abuse,
- gangs and youth violence,
- gender based violence,
- mental health,
- private fostering,
- sexting,
- teenage relationship abuse,
- trafficking.

British Values

The School values the diverse backgrounds of all children and their families, but also celebrates British values and actively promotes these during assemblies and the curriculum. As a school we challenge any pupil, parent or staff member expressing 'extremist' views contrary to fundamental British values. We do this to protect all children at the school.

British values include a set of four key values introduced to keep children safe and promote their welfare. These are:

- Democracy,
- Rule of law,
- Individual liberty,
- Mutual respect and tolerance for those with different faiths and beliefs

What is the Prevent duty?

From 1 July 2015, all schools and childcare providers must have due regard to the need to prevent people being drawn into terrorism. The Government has defined extremism in the Prevent strategy as:

"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."

The School has a duty to:

- assess the risk of children being drawn into terrorism;
- demonstrate they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies;
- ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board;

- make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- ensure children are safe from terrorist and extremist material when accessing the internet and maintain a suitable filtering system.
- teach pupils about online safety more generally.
- build pupil's resilience to radicalism by promoting fundamental British values and enabling them to challenge extremist views.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The Channel Programme

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Counter Terrorism and Security Act 2015 as partners required to cooperate with local Channel panels.

Indicators (this is not an exhaustive list and vulnerability may manifest itself in other ways):

Vulnerability

- Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Family tensions; sense of isolation; adolescence; low self esteem; disassociation from existing friendship group and becoming involved with a new and different group of friends;
- Local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of government policy;
- Perceptions of injustice; feeling of failure; rejection of civic life;
- Experiences of imprisonment; poor resettlement/ reintegration, involvement with criminal groups ,access to extremism / extremist influences;

Key Questions

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate?
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity?
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?

- Does the young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour?
- Has there been a significant shift in the young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK or abroad, with other evidence to suggest this is for purposes of extremist training or activity or to locations known to be associated with extremism?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person have any learning difficulties/ mental health support needs?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the young person's life has extremist view or sympathies?

More critical risk factors could include:-

- being in contact with extremist recruiters;
- articulating support for extremist causes or leaders;
- accessing extremist websites, especially those with a social networking element;
- possessing extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining extremist organisations;
- significant changes to appearance and/or behaviour

Terminology

Radicalisation: ‘the process by which a person comes to support terrorism and forms of extremism leading to terrorism’. As with managing other safeguarding risks, staff should be alert to changes in children’s behavior which could indicate that they may be in need of help or protection. Staff should use their professional judgment to identify children who might be at risk of radicalism and act proportionately which may include making a referral to the channel programme.

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’

Early Years Prevent duty guidance

‘Early years providers already focus on children’s personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other’s views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes’ *Ofsted July 2015*

‘The Common Inspection Framework skills and early years’

The Common Inspection Framework (September 2015) includes reference to ‘providers promoting children’s welfare and preventing radicalisation and extremist. This requires that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism’.

The Personal, Social and Emotional development (PSED) supports children in their knowledge and understanding to help protect them from the threat of radicalisation for example ‘turn-taking and sharing, valuing and respecting each other and our views, learning about similarities and differences between ourselves and others, understanding right from wrong and challenge negative attitudes and stereotypes.

Allegations against pupils

If there is an allegation of abuse by one (or more) pupil(s) against another pupil, it is essential that all children involved are treated as being at risk. The School recognises that there are different forms of peer on peer abuse and that different gender issues can be prevalent within peer to peer abuse. Abuse is never tolerated, taken lightly or passed off as “part of growing up”. Where there is reasonable cause to suspect that a child is suffering or is likely to suffer harm, the allegation must be reported to a DSL immediately. The DSL will then seek advice from the Single Point of Access (SPA).

Sharing Information

The School recognises it is paramount to act on and refer the early signs of abuse and neglect by sharing information quickly. It is the School’s policy that safeguarding referrals are ordinarily made by one of our Designated Safeguarding Leads following information received by them from a member of staff, pupil, parent or another third party. However, anyone can make a referral at any time. Following a referral, the School will continue to share information with the relevant agency as necessary.

The School ensures all staff understand that safeguarding issues warrant a high level of confidentiality. This is not only out of respect for the child and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff must

only discuss concerns with a DSL. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Safeguarding records

- Safeguarding files containing all reports, notes and correspondence are kept securely locked.
- Safeguarding information is kept separate from the child's school file.
- If a safeguarding file has been started for a child who then moves schools, the entire contents will be sent to the new school, in a sealed envelope to the Headmaster/mistress marked 'Strictly Confidential'.
- Not all safeguarding information leads to a referral. Any information passed to a DSL for monitoring will be kept in a safeguarding file.
- Access to safeguarding files is on a need-to-know basis. The confidentiality of a child and family will be respected as far as possible, but the welfare of the child is paramount.

Use of Mobile Telephones and/or Cameras

All mobile phone use is regularly scrutinised and all staff must be vigilant and alert to warning signs of the potential misuse of mobile phones and cameras.

Pay as You Go mobile phones provided by the School for staff use;

To safeguard children and protect staff from allegation of misuse, school mobile phones:

- must only be used by staff to whom they have been allocated;
- must be stored securely when not in use;
- must only be used to maintain contact with the school when engaged on school business
- have no camera facility

Personal mobile phones

Staff are advised of School procedures regarding use and management of personal mobile phones upon appointment during the first induction meeting. The repercussions of use other than as outlined below is explained, specifically the need to avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.

It is School policy that personal mobiles:

- must be stored securely in lockers/designated areas away from children and are switched off during working hours;
- must not be used to take pictures of children attending the school;
- must not be used to take photographs, video or audio recordings in School without prior explicit written consent from the School;
- must not be used to contact parents or children except in the event of an emergency

Mobile phones on a Jack and Jill School contract

Staff in certain positions requiring contact outside of school hours or regularly on school business away from the sites may be issued a mobile phone on a monthly contract. These phones are

subject to the same school policy for personal mobiles as above.

In addition to this, mobile phones provided on a Jack and Jill School contract will be monitored for content, including contact numbers, text messages and photo storage periodically without notice. This is in response to the recent Ofsted inspection at Cherubs Pre-School in Linton, Kent (2015), where concerns were identified about inadequate mobile phone protocols resulting in ineffective uncontrolled mobile phone usage compromising children's safety.

Children are not allowed to bring mobile phones to school and visitors are asked to refrain from using these whilst on the premises.

Cameras: photography and images

- Images of children and adults will be kept in albums and electronically as part of the school's *historical record*
- School albums will be kept in school and will not leave the school premises
- Staff teaching Foundation stage children may take pictures of EYFS evidence away from the premises for the purpose of updating records/profiles as work carried out in their own time
- The EYFS stage Wow books include photographs and written observations tracking the child's development over the years and are a wonderful record for parents to treasure. However the nature of evidence gathering eg working in a group activity necessitates the inclusion of pictures of children other than the child concerned. This means that when the book is released to parents at the end of the EYFS or when the child leaves the Nursery photos of other children will be distributed to parents as part of each individual child's book.
- The school obtains parent and carers' consent for photographs to be taken or published (or example, on our website or in newspapers or publications).
- A list of children with / without permission to be photographed is available to staff on KSM.
- The School uses only the child's first name with an image.
- Staff ensure that children are appropriately dressed.
- The School ensure only the School's cameras are used.
- The School ensure that personal cameras are not used to take photographs, video or audio recordings without prior explicit written consent from the School, for example, for a special event, such as a Christmas play.
- The School ensure that all images are stored securely and password protected. The School is registered with the Information Commissioners Office (ICO), in accordance with data protection laws.
- Where professional photographers are used references are taken and personnel are accompanied at all times by a member of the school staff.

Cyber Safety

Jack and Jill, and particularly Clarence House as a STEM (Science, Technology, Engineering and Maths) School, believe that the information and resources available on the internet enhance teaching and learning. However, proper regulation is extremely important to protect children from the risk of harm online. Pupils at Jack and Jill, including Nightingale House and Clarence House will be given supervised access to computers and filtered internet services. All computer equipment and internet access at the School is subject to appropriate controls and Internet safety rules. All unsuitable websites will be filtered and automatically blocked by our security systems. IT systems are reviewed regularly to ensure they effectively filter the internet without

'over-blocking'. In addition, pupil's usage of our network will be monitored. For further details please refer to the School's ICT policy. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT policy.

Guidance and Sources of information

London Borough of Richmond upon Thames

Single Point of Access (SPA)

Telephone: **020 8891 7969 (8am-6pm)**

Online Referral:

http://www.richmond.gov.uk/home/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals/make_a_referral_to_spa.htm

Emergency out of hours contact: 020 8770 5000

For child protection concerns in an emergency outside of office hours, all day Saturday, Sundays and bank holidays

Local Safeguarding Children Board (LSCB)

Richmond Local Safeguarding Children Board

Telephone: 020 8831 6323

<http://kingstonandrichmondscb.org.uk/>

The Royal Borough of Kingston upon Thames

Single Point of Access (SPA)

Telephone: **020 8547 5008**

Secure email spa@rbk.kingston.gov.ukcjsm.net

Emergency out of hours contact: 020 8770 5000

For child protection concerns in an emergency outside of office hours all day Saturday, Sundays and bank holidays

Local Safeguarding Children Board (LSCB)

Kingston Local Safeguarding Children Board

Telephone: 020 8547 4655

<http://kingstonandrichmondscb.org.uk/>

Local authority Designated Officer (LADO):

Ms Vivienne Rimmer

lado@richmond.gov.uk.cjsm.net

020 8547 5008 (office hours)

020 8744 2442 (SPA emergency duty team out of office hours)

All referrals should be directed to the SPA unless the allegation is against a member of the School staff and this should be referred to the Local authority Designated Officer.

Local Authority Prevent Lead

Mr Emil Kamdar

020 8247 8900

Emil.kamdar@met.pnn.police.uk

For support and advice on the prevention of radicalism

Department of Education non-emergency advice for staff on the prevention of radicalism:

020 7340 7264

Counter-extremism@education.gsi.gov.uk

Safeguarding and child protection – a guide for Early Years and childcare providers in Kingston and Richmond

www.richmond.gov.uk/safeguarding_guide_for_early_years_and_child_protection.pdf

What to do if you're worried a child is being abused (2015)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

Keeping children safe	www.keepingchildrensafe.org.uk
Ofsted	www.ofsted.gov.uk
Childline	www.childline.org.uk
NSPCC NSPCC Whistleblowing Helpline	www.nspcc.org.uk 0800 0280285
Direct Gov for information relating to legislation	www.direct.gov.uk
UNICEF	www.unicef.org