



## CITY OF LONDON SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

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**Statement:**

**We at City of London School ("the School") are committed to safeguarding and promoting the welfare of children and young people and expect all Staff, Governors and Volunteers to share this commitment.**

**1. Introduction**

1.1 This policy has been prepared in accordance with the requirements of:

1.1.1 relevant legislation, including the Children Act 2004, the Education Act 2002, and the Education (Independent School Standards) (England) Regulations 2010;

1.1.2 relevant guidance issued by HM Government, including "*Keeping Children Safe In Education*" September 2016. All Staff are issued with the summary guidance of this document which includes Part 1 of the guidance notes.

Other official documents taken into consideration when formulating this policy include "The Prevent duty Departmental advice for schools and childcare providers", July 2015, "Prevent guidance for England and Wales, July 2015," "How social media is used to encourage travel to Syria and Iraq: briefing note for schools" July 2015, "Working Together to Safeguard Children" March 2015, "What to do if You are Worried a Child is Being Abused" March 2015, "Disqualification under the Child Care Act 2006", March 2015, ""Keeping Children Safe in Education" July 2015"; SEND Code of practice" May 2015, "Mental health and behaviour in schools", March 2015; "Information sharing: advice for practitioners", March 2015, "Use of reasonable force in schools" July 2013; "Pan London Child Protection Procedures" 2015 (fifth edition), and "Channel Guidance" April 2015.

1.1.3 other relevant standards and guidance, including guidance issued by the Independent Schools Inspectorate entitled – Handbook for the Inspection of Schools, The Regulatory Requirements, February 2016.

1.1.4 relevant Local Safeguarding Children Board (LSCB) Procedures, the City of London Prevent Strategy and the City of London Prevent Information Sharing Agreement. The Designated Safeguarding Lead (DSL) and the two Deputy Designated Safeguarding Leads (DDSL) regularly attend meetings of the City and Hackney Safeguarding Children Board (CHSCB).

1.2 This policy has been prepared in consultation with the Community and Children's Services Department at the City of London. (See the Cover Sheet of the Safeguarding and Child Protection Policy for contact details which may be updated from time-to-time as necessary to reflect changes in personnel.)

1.3 This policy has also been prepared in consultation with members of School staff who have had an opportunity to contribute to the formulation of the School's safeguarding arrangements and who have reviewed and commented on this policy.

1.4 The Governing Body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the School to

identify, assess, and support those children where there are concerns about a child's safety and welfare.

- 1.5 We recognise that all adults, including Staff, Volunteers and Governors, have a full and active part to play in protecting pupils from harm, and that the child's welfare is our paramount concern. Staff should at all times consider what is in the best interests of the child. Wherever the word "Staff" is used, it covers ALL staff on site, including temporary and support staff, contractors' employees working regularly on the School's premises, and volunteers working with children. Wherever the term "School Staff" is used, it covers ALL staff directly employed by the City of London Corporation. Further information on contractor employees is given in paragraph 2.1.17.
- 1.6 The School, through its Governors and Staff, is committed to providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.7 The aims of this policy are:
  - 1.7.1 To support each child's development in ways that will foster awareness, understanding, security, confidence, resilience and independence.
  - 1.7.2 To provide an environment in which all children and young people feel safe, secure, valued and respected, and also feel confident to approach adults if they are in difficulties believing they will be effectively listened to.
  - 1.7.3 To raise the awareness of all Staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases, or suspected cases, of abuse including radicalisation, child sexual exploitation and female genital mutilation. NB – although the usual procedure is for staff who have safeguarding concerns to alert the DSL or DDSL of them, it is the responsibility of all staff to report any suspicions they have, by-passing the DSL/DDSL if necessary and going straight to the LADO.
  - 1.7.4 To promote a culture of 'it could happen here' and to support staff who act as whistle-blowers in raising concerns about poor or unsafe practice and potential failures in the school safeguarding regime.
  - 1.7.5 To provide a systematic means of monitoring children known or thought to be at risk of harm, including the risk of being drawn into terrorism and extremism, child sexual exploitation or female genital mutilation, and ensure we, the School, contribute to assessments of need and support packages for those children.
  - 1.7.6 To emphasise the need for good levels of communication between all members of Staff.
  - 1.7.7 To develop a structured procedure within the School, which will be followed by all members of the School community in cases of alleged or suspected neglect, abuse and/or any other child welfare concern.
  - 1.7.8 To develop and promote effective working relationships with other agencies, especially the Police, the City and Hackney Safeguarding Children Board, Community and Children's Services, and the relevant Prevent Coordinators within Community Safety Partnerships.

- 1.7.9 To ensure that all adults within the School who have the opportunity to have contact with children have had Disclosure and Barring Service (DBS) checks in accordance with the safeguarding requirements in this Policy and as required by law. This includes relevant checks on adults involved in childcare activities at the School who could be subject to disqualification by association.
- 1.7.10 To ensure that all visiting speakers to the school have been appropriately vetted and are supervised in accordance with the Prevent duty to protect children from radicalisation by being drawn into terrorism and extremism.
- 1.7.11 To ensure that all concerns, discussions and decisions and the reasons for those decisions are recorded in writing (Annexure 5 sets out the School's disclosure form).
- 1.8 This policy and its appendices are reviewed annually by Governors and are kept under constant review by the school. Should any deficiencies or weaknesses in child protection arrangements become apparent, the arrangements will be remedied without delay.

## **2. Procedures**

- 2.1 Our School procedures for safeguarding children have been prepared in accordance with relevant legislation, guidance and Pan London Child Protection Procedures. Contact details are set out on the Cover Page of the Safeguarding and Child Protection Policy. We will ensure that:
- 2.1.1 Arrangements are in place at the School to deal with cases and allegations of abuse, or suspected abuse, including female genital mutilation, child sexual exploitation or radicalisation, which will be referred to the Local Authority designated officer or team of officers (hereafter known as the LADO), who provide advice and will preside over any investigation of any allegation or suspicion of abuse directed at anyone working at the School. The School will engage with the police, other statutory agencies and professionals, as necessary, to provide inter-agency support to the child concerned.
- 2.1.2 If a member of Staff discovers (either through disclosure by the victim or visual evidence) that female genital mutilation appears to have been carried out in a girl under 18, the teacher and the School will comply with their obligatory duty to report this information to the police.
- 2.1.3 The school assesses regularly and reviews the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding, shared with strategic partners, of the risk on the local area. Appropriate referrals will be made in accordance with the School's LCSB referral procedures. The School will consider whether it is appropriate to make a referral to the Channel Programme, in accordance with Channel Guidance, April 2015.
- 2.1.4 The school recognises that as well as needing to safeguard children who are at risk of harm, it needs to give support and advice to children who require it, working with other agencies as necessary. The school is fully committed to making referrals under CAF (Common Assessment

Framework) procedures when appropriate and to working with other agencies as part of the Team Around the Child (TAC) and Channel panels.

- 2.1.5 All members of the Governing Body understand the need for and fulfil their responsibilities under this Policy, and are provided with a copy of this Policy and a copy of *"Keeping Children Safe in Education"*, September 2016 upon their appointment to the Governing Body. There is one nominated Governor who is responsible for child protection and who has skills commensurate for this role and their details are set out on the Cover Page of the Safeguarding and Child Protection Policy. The City of London will undertake to ensure that relevant training is provided for Governors.
- 2.1.6 The School has a designated senior member of staff, our Designated Safeguarding Lead (DSL), who has undertaken relevant child protection training delivered through the local LSCB representative and this training is updated at least every two years. Details of the DSL are set out on the Cover Page of the Safeguarding and Child Protection Policy.
- 2.1.7 There will be two additional members of School Staff (the Deputy Designated Safeguarding Leads or DDSL) who will act in place of the designated DSL when absent, and must receive relevant child protection training and this training is updated at least every two years. The DSL is also the Prevent lead and has received suitable Prevent awareness training. Other members of the pastoral team will also receive appropriate child protection training. Details of the DDSLs are set out at the beginning of this document.
- 2.1.8 All Staff are provided with relevant Child Protection Awareness information and Child Protection training INSET in accordance with the LSCB and at least once a year to develop their understanding of the signs and indicators of abuse, along with individual responsibilities to respond to any child welfare concerns in accordance with the School's child protection procedures. As part of this, all Staff must read and understand Part 1 of the *"Keeping Children Safe in Education"* September 2016 guidance documentation and confirm in writing that they have undertaken to do this. In particular all Staff understand the need to avoid asking leading questions of children when a child protection matter is brought to the Staff member's attention. The School must also refrain from undertaking an investigation without first consulting the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. The mechanisms in place for ensuring that staff understand Part 1 of *Keeping Children Safe in Education* are: Teachmeet discussions, regular briefings at staff meetings, a set of FAQs, an 'open door policy' with regard to discussion, advice and guidance from the DSL and pastoral team and continued training.
- 2.1.9 All new members of Staff will be given a copy of our Child Protection policy and its annexes (including Staff Code of Conduct), the City of London Corporation Whistleblowing procedures, and the Department for Education procedures, "What to do if You're Worried a Child is Being Abused 2015", as well as a copy of *"Keeping Children Safe in Education September 2016"*, with the DSL and DDSL names clearly displayed, as part of their induction into the School.
- 2.1.10 When children attend educational activities offsite, the school strives to ensure their safety by making sure that School staff supervise them and

that assurances are sought that staff of other organisations have been checked for suitability. Further details are in the Educational Visits Policy and its annexes.

- 2.1.11 All members of Staff and Governors are advised on how to respond to 'Disclosures of Abuse' through relevant child protection awareness training. In particular training will ensure that they understand the need to: consider measures that may be necessary to protect individual pupils; avoid asking leading questions of pupils; avoid giving inappropriate guarantees of confidentiality; make and keep written records in accordance with the disclosure form at Annexure 5); and report the matter to the DSL or the DDSL. The DSL will report matters to the LADO and to the Head, unless it is a matter that involves the Head him/herself, in which case the DSL will report the matter to the LADO and to the Chairman of Governors.
- 2.1.12 All staff are also made aware that, while the normal referral route is through the DSL, they have a duty to report concerns directly to the LADO if they feel that the school has made an inadequate response to their concerns.
- 2.1.13 Staff are made aware of the difference between a **concern** about a child and a child **in immediate danger or at risk from harm**. In the former staff should discuss their concern with the DSL although they may make a direct referral to Children's Social care. They must inform the DSL as soon as possible that a referral has been made. In the case of a child being in immediate danger or at risk from harm a member of staff should make a referral to Children's Social Care or the Police immediately. The member of staff must inform the DSL that a referral has been made as soon as possible.
- 2.1.14 Safer recruitment practices are always followed through rigorous recruitment process and procedures for Staff, striking a balance between the need to protect children from abuse and the need to protect Staff from false or unfounded allegations. Our selection and recruitment of Staff includes relevant criminal record checks, provided by the Disclosure and Barring Service (DBS) for their suitability for work and the receipt of barred list checks for new staff, and checks of the Prohibited List. All Staff who have the opportunity to come into contact with pupils, including contracted support staff such as cleaners and caterers, will be required to have a criminal records check on appointment and then every three years following. These checks will also be carried out on existing Staff with a break in service of more than three months or where Staff have, since their initial appointment to a position not requiring a Disclosure, moved to work that involves significantly greater responsibility for children. Criminal record checks for Governors will be undertaken in accordance with regulatory requirements. There is a separate City of London Corporation policy on Recruitment which provides further details.
- 2.1.15 Where we have grounds for believing that a member of Staff may be unsuitable to work with children that this is notified to the appropriate bodies including the DBS. In some cases, a referral may be made to both the DBS and National College for Teaching and Leadership (NCTL). The School will, as soon as possible and, in any event, within one month, report to the DBS anyone whose services are no longer used, whether because the School has removed them from work with children or the person has chosen to cease work, and there are grounds to believe they are unsuitable

to work with children; and ensure that any allegation is followed up in accordance with statutory guidance.

Where there have been concerns about a member of staff which have not reached the threshold for referral to the DBS, the school will refer them to the NCTL, following the advice in '*Teacher Misconduct: the prohibition of teachers*' October 2015.

- 2.1.16 All parents/carers are made aware of the responsibilities of Staff with regard to child protection procedures through publication of the School's Child Protection Policy on the School website, and reference to it in our introductory School pack. The Policy is also available upon request to the School. Summaries of safeguarding procedures are posted in classrooms for the information of pupils. In addition, all visitors are asked to read a summary of the Safeguarding and Child Protection Policy, in Reception, upon arrival.
- 2.1.17 Where a contractor's employees visit the School premises irregularly, and are therefore not subject to the same requirements as contractors' employees working regularly on site (as set out otherwise in this Policy), relevant written assurances are obtained from the contractor that all staff have had a criminal records check within the past three years. Information regarding these checks will be provided by the contractor to the School upon request. Contracts require on-going monitoring and audit of the eligibility of those employees to work with children and any subsequent concerns arising which would affect their continued eligibility must be disclosed immediately to the City of London Corporation. Any allegation of abuse will be dealt with in accordance with the Pan London Child Protection Procedures.
- 2.1.18 Written assurance is obtained that any staff employed by another organisation and working with the School's pupils on another site have had a criminal records check within the past three years.
- 2.1.19 Our lettings policy will seek to ensure the suitability of adults working with children on School sites at any time. Where School premises are used by outside bodies who are not working with children, there will be sufficient safeguards in place to protect the health, safety and welfare of pupils and to have due regard to the Prevent duty to avoid school facilities being used as a platform for extremism. Measures will also be in place to protect against the interruption of pupils' education by third party users of the School's premises.
- 2.1.20 All community users are made aware of the School's child protection policy and those working with children understand the School's child protection guidelines and procedures.
- 2.1.21 Where appropriate, senior pupils given positions of responsibility over other pupils will be briefed on appropriate action to take should they receive any allegations of abuse.
- 2.1.22 All visiting speakers are suitably vetted by a member of staff prior to their visit and are supervised by a member of staff during their time at school. Further details are set out in Annexure 4.

2.1.23 Annexure 2 to this document deals with the specific issues of Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage and Honour Based Violence. The School recognises and understands that these are all forms of abuse covered by this policy and would trigger the School's referral procedures.

2.2 Our procedures will be reviewed annually by the Board of Governors. The review will also include a review of the efficiency with which the related duties have been discharged, or deficiencies (if any) have been rectified.

2.3 The name of the DSL and DDSL will be clearly advertised in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse and/or risk to a child.

2.4 The current contact details of all those involved in child protection are listed on the Cover Page of the Safeguarding and Child Protection Policy. Staff must sign to say they have read these documents. This applies to current staff as well when documentation is updated.

2.5 A single central record is held detailing all staff (and Volunteers) employed by the School and the relevant safeguarding checks undertaken, including those applicable to staff who may be disqualified by association.

### **3. Responsibilities**

3.1 The DSL's responsibilities have been amended to reflect those set out in Annex B to KCSIE, September 2016. A copy of these responsibilities are set out in Annexure 6.

3.2 Broadly the DSL's responsibilities encompass:

3.2.1 managing referrals;

3.2.2 working with other internally and externally in relation to child protection;

3.2.3 training;

3.2.4 raising awareness;

3.2.5 ensuring the transfer of the child protection file; and

3.2.6 being available to discuss child protection concerns.

### **4. Supporting Children**

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

4.2 We recognise that somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional



- or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 4.3 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.
- 4.4 We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.5 We recognise that it is important for children to receive the right help at the right time to address risks and prevent issues escalating. We understand the importance of acting on and referring the early signs of abuse and neglect, listening to the child, the need for clear records and of reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. Further details are set out in section 16 below.
- 4.6 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.7 We understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These might include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and challenges with communication.
- 4.8 The School will support all pupils by:
- 4.8.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships, whilst attempting to counteract aggression and bullying.
- 4.8.2 Promoting a caring, safe and positive environment within the School.
- 4.8.3 Liaising and working together with all other support services and those agencies involved in the safeguarding and social care of children. The first point of contact in such cases will be the City of London Corporation LADO ([pat.dixon@cityoflondon.gov.uk](mailto:pat.dixon@cityoflondon.gov.uk) / 020 7332 1215).
- 4.8.4 Notifying the child's Local Authority as soon as there is a cause for significant concern.
- 4.8.5 Where appropriate, checking any concerns which do not appear to meet the threshold on an anonymous basis with the child's Local Authority and following their guidance and recommendations.
- 4.8.6 Providing continued support to school leavers identified as potentially at risk of abuse, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring relevant medical records are forwarded as a matter of priority.
- 4.9 Working with the Local Authority (or the Police as appropriate) where a child may have suffered significant harm, or there may be a criminal prosecution, to consider what support the child or children involved may need.

- 4.10 We realise there is a difference between children who have suffered or are likely to suffer harm or are at risk of radicalisation who will require immediate action, and those whose needs fall below the threshold for immediate intervention but who nonetheless require additional support from one or more agencies. The former will be reported to City of London Children and Families Team (children's social care) immediately. The latter will be supported by inter-agency assessment using CAF, TAC approaches, and, in the case of children in the early stages of being drawn into extremism, Channel panel referrals.

## **5. Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential subject to overriding legal obligations to disclose information to ensure the safety and well-being of a child. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- 5.2 The Head or DSL will disclose any information about a pupil to other members of Staff on a need to know basis only consistent with legal requirements, and in accordance with the Pan London Child Protection Procedures. The Head or DSL, LADO, Police, and Town Clerk (together with other relevant City Officers) will agree who needs to know about the matter, exactly what information can be shared, how to manage speculation, etc., and how to manage any press interest.
- 5.3 All Staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All Staff are made aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always inform parents/carers of an allegation affecting their child as soon as possible (if they already do not know of it). However, where a Strategy Meeting is required, the DSL or Head will consult with the LADO (and other relevant agencies such as the Police) beforehand to agree what information can be disclosed to parents so as not to put the child at greater risk of harm, or impede a criminal investigation. Parents/carers will normally be kept informed about the progress of the case and told the outcome where there is no criminal prosecution, including the outcome of any disciplinary process, in confidence.

## **6. Dealing with Allegations of Abuse Against Staff**

- 6.1 Procedures for dealing with allegations of abuse against Staff are carried out in accordance with HM Government Guidance: *Keeping Children Safe in Education* Part 3 (September 2016), and the Pan London Child Protection Procedures 4<sup>th</sup> Edition. All Staff are made aware of this guidance, the School's procedures, and other local guidance relating to this issue. All relevant contact details are set out on the front page of this policy.
- 6.2 All School Staff should take care to ensure that professional boundaries are maintained so that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (e.g. one-to-one tuition, engaging in inappropriate electronic communication with a pupil, etc.). It is always advisable for

interviews or work with individual children or parents to be conducted in view of other adults.

Staff are made aware that special care must be taken in any circumstances where a child works on a one to one basis with a child and in any situation in which it may be necessary for an adult to make physical contact with a child, such as in music instrumental lessons or in sports coaching. See the advice to staff contained in appendices to this document.

- 6.3 We understand that a pupil may make an allegation against any member of Staff.
- 6.4 If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head and the DSL. The LADO and the Town Clerk will be informed within 24 hours of any allegation. The professional advice of the LADO will be of particular importance in these circumstances. The Head on all such occasions will also discuss the allegation with the Chairman of Governors where appropriate. In the absence of the Head the allegation should be passed direct to the Chairman of Governors. The School will not undertake its own investigation before receiving advice from the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations.
- 6.5 If a professional allegation is made against the Head, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as in 6.4 above, without notifying the Head first.
- 6.6 The purpose of the initial discussion (per 6.4 and 6.5 above) is to consider the nature, content and context of the allegation and to agree a course of action, including whether to obtain any additional relevant information. The DSL should press for reconsideration as necessary. Where this initial sharing of information and evaluation leads to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, the decision and a justification for it will be recorded by both the Head or DSL and the LADO and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Head or DSL and the LADO will then consider what action will follow in respect of the individual and those who made the initial allegation.
- 6.7 The publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation), will remain confidential. Any such information will only be released if the member of Staff is charged with an offence or if the DfE or NCTL publish the information.
- 6.8 Any professional allegation will precipitate a strategy meeting, which will involve representatives from the School and other relevant agencies, to decide on the most appropriate action. This is in accordance with the Pan London Child Protection Procedures.
- 6.9 Subject to the approval of the LADO or the Police, where a member of Staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action. We will follow the City of London's Disciplinary Procedures when managing allegations against Staff, a copy of which is readily available in the School. Disciplinary action will be considered in conjunction with discussions at the Strategy Meeting.

- 6.10 We would not normally send a child home, pending such an investigation, unless this advice is given exceptionally as a result of a Strategy Meeting.
- 6.11 Suspension of the member of Staff against whom an allegation has been made needs careful consideration and will not be the default approach adopted. The decision to suspend will be based on information received at the strategy meeting, the information on potential risks to children and whether it compromises any criminal investigation.
- 6.12 In the event of an allegation against the Head, the decision to suspend will be made by the Chairman of Governors with advice as in 6.9 and 6.11 above.
- 6.13 Any allegation of abuse made against a member of Staff will be dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 6.14 After every occasion on which a problem arises regarding safeguarding and a member of staff the school will review its procedures in the light of lessons learnt from the case and will amend them as necessary.
- 6.15 Where a child is found to have made a malicious allegation against a member of staff, they will be dealt with in accordance with the school's disciplinary procedures.

## **7. Dealing with Allegations of Abuse by one or more Pupil/s Against another Pupil**

- 7.1 Allegations of abuse or attempts to radicalise by one or more pupil against another pupil are taken very seriously.
- 7.2 We recognise that peer on peer abuse can take many different forms – cyberbullying, sexting, sexual assault, unwanted sexual touching, initiation/'hazing'. We recognise that some issues, such as "initiation or hazing" may be more prevalent at the School as it is a boys' school. Staff and pupils are made aware through staff training, the PSHE programme and the general moral framework and ethos of the school that abuse is abuse and must never be dismissed as 'banter' or 'part of growing up'.
- 7.3 If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head and the DSL. The Head on all such occasions will discuss the content of the allegation with the Town Clerk, any other relevant City Officer, and the Chairman of Governors where appropriate.
- 7.4 The LADO and the City of London Children and Families Team (children's social care) will also be promptly informed of any allegation.
- 7.5 An allegation of abuse will normally be referred to a Strategy Meeting, involving representatives from the School and the Local Authority. A Strategy Meeting also covers any urgent formal strategy discussion which may take place between the police, social care and education managers prior to the first meeting.
- 7.6 The victim of alleged peer on peer abuse will be supported by the pastoral mechanisms within the school. This includes form tutors, heads of year, the assistant head pastoral, school nurse and two school counsellors.

- 7.7 We would not normally send a child who is the alleged victim home, pending such an investigation, unless this advice is given exceptionally as a result of a Strategy Meeting.
- 7.8 Suspension of the pupil, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice from relevant agencies before deciding on the course of action to be taken.
- 7.9 A bullying incident (as in 11.2 below) will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to the City of London Children and Families Team (children's social care).
- 7.10 If there is a disclosure about pupil on pupil abuse, all children involved, whether perpetrator or victim will be treated as being 'at risk'.
- 7.11 The School has a Behaviour Policy, an Anti-Bullying Policy and a School Rules and Regulations document. All pupils are required to read and sign that they have read the School Rules and Regulations.

## **8. Supporting Staff**

- 8.1 We recognise that Staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such Staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.
- 8.2 Where a member of Staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action. The School will appoint a named representative to keep the individual informed of the progress of the case and consider what other support is appropriate. The investigation will be managed promptly.

## **9. Whistleblowing**

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where Staff fail to do so. The School strives therefore to have a culture of safety, raising concerns, valuing staff and reflective practice.
- 9.2 All Staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff can also utilise the City's 'Whistleblowing' facilities via the telephone hotline and/or website. Whistleblowing procedures are covered as part of new staff induction training and child protection regular training for existing staff. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8.00am to 8.00pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

9.3 Staff who raise concerns about safeguarding either with the school's senior management, or with the LADO will not suffer any negative consequences such as notes on their file or denial of promotion.

9.4 Where a member of staff is unhappy about the action taken by the school in relation to a particular concern raised by the staff member, the Head will facilitate a mediation meeting with the staff member and the DSL to explain the school's actions and the reasons for them as far as is possible to maintain a child's confidentiality. If this meeting does not satisfy the member of staff, they should feel able to contact the LADO for more effective action.

## 10. Physical Intervention

10.1 The School's policy on physical intervention by staff is set out in the Staff Handbook and in the school's policy on Physical Intervention and Restraint Policy and has regard to HM Government's Guidance: '*Use of reasonable force*', July 2013. The policy acknowledges that Staff have a legal power to use reasonable force i.e. to use no more force than is needed in the circumstances to control or restrain pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Physical intervention must be necessary and proportionate to the level of risk and will normally be used as a last resort.

10.2 Such an event should be recorded and signed by a witness should there be one. If there was no witness the DSL must be informed immediately.

10.3 Staff should avoid touching or restraining a pupil which gives rise to an unacceptable risk of physical harm or in a way that could be interpreted as sexually inappropriate conduct. Physical intervention of a nature which causes injury or distress to a child may need to be considered under child protection or disciplinary procedures.

10.4 We understand that force may never be used as a punishment.

10.5 All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The School will follow the procedures outlined in paragraph 7.0 should a complaint be received.

## 11. Equalities and Bullying

11.1 The School adheres to the City of London's Equal Opportunities Policy and action will be taken to prevent, and respond to, incidents of inappropriate discrimination, harassment and victimisation, in particular because of differences which arise out of gender or gender reassignment, pregnancy or maternity, special educational need or disability, race, religion or belief, cultural or linguistic background, or sexual orientation. The School acknowledges that repeated incidents or a single serious incident may lead to consideration under child protection procedures.

11.2 Our policy on bullying (including racial, religious, cultural, sexual/sexist, homophobic, special educational needs or disability, and cyber bullying) is set out in a separate document (The Anti-Bullying Policy). The policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures, in

particular where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to the LADO.

## **12. Prevention**

12.1 We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2 The School community will therefore:

12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

12.2.2 Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.

12.2.3 Incorporate into the curriculum, the Assembly programme including PSHE (Personal, Social, Health, Citizenship Education), information and opportunities which equip children with the awareness and skills they need to stay safe from harm and to know to whom they should turn for help.

12.2.4 Make e-safety an integral part of safeguarding by explicitly teaching pupils how to keep safe online in ICT lessons working with City of London police, external speakers and through PSHE.

12.2.5 Ensure that children are resilient to radicalisation and are prepared to challenge extremist ideology by providing a safe environment for the discussion of sensitive issues, helping children to understand how they can participate in decision-making, and by promoting the spiritual, social, moral and cultural development of all pupils and within this, fundamental British Values. Further details are set out in 0.

12.2.6 Ensure that no political indoctrination takes place in any of the school curricular or extracurricular activities and that pupils are always exposed to a balanced presentation of political issues.

12.2.7 Ensure that all visiting speakers are suitably vetted and supervised to avoid political indoctrination. Details of the procedure to follow are in Annexure 4 to this policy.

12.2.8 Ensure that appropriate filtering is in place to prevent children being exposed to inappropriate, illegal or exploitative material.

## **13. Private Fostering**

13.1 If you know of a child or young person who is under the age of 16 (or 18 if they have a disability) living with someone who is not a close relative for more than 28 days it is classed as private fostering arrangement.

- 13.2 Children being privately fostered are required by law to be seen by a social worker, and if the School is aware of a private fostering arrangement then we must notify the Children and Families team at the Guildhall.
- 13.3 If the School is aware of someone who is looking after a child - or they plan to be – the Children and Families team must be informed so that they can check that the placement is suitable for the child. You should advise the person that they should contact the Children and Families team before the arrangement begins or within 48 hours of the arrangement being made in an emergency.
- 13.4 As a School we have a legal responsibility to inform the Children and Families Team of any private fostering arrangements that we become aware of.
- 13.5 More information about private fostering and keeping children safe can be found on the City and Hackney Safeguarding Children Board website: [www.chscb.org.uk](http://www.chscb.org.uk).

#### 14. Children Who Go Missing From Education

- 14.1 THE SCHOOL monitors pupils' attendance through a daily register and any unexplained absences are investigated. A child going missing from education is a potential indicator of abuse or neglect.
- 14.2 Unauthorised absences must be reported to the Head of Year and Assistant Head - Pastoral immediately and followed up with the parents or guardians.
- 14.3 Staff should be alert to the possible triggers of absence (particularly repeated absence) that may be indicative of wider safeguarding concerns. They should watch out for other potential signs of such safeguarding concerns as described in this policy and its annexes and report their concerns immediately to the DSL in accordance with the policy.
- 14.4 In accordance with paragraph **Error! Reference source not found.** of this policy the DSL will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.
- 14.5 In accordance with paragraph **Error! Reference source not found.**, the DSL will inform their local authority of any pupil who is going to be deleted from the admission register where they:
  - 14.5.1 have been taken out of school by their parents and are being educated outside the school system e.g. home education
  - 14.5.2 have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
  - 14.5.3 have been certified by the School Nurse as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age



14.5.4 are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period

14.5.5 have been permanently excluded

This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

## **15. Health & Safety, IT and Related School Policies & Procedures**

15.1 Our Health & Safety policy, set out in a separate document, details the measures being taken by the School to promote the health and safety of all children and staff within the School's environs.

15.2 The procedures for internet use are set out in other school policies and specifically the Acceptable Use Policy and the E-Safety Policy. For the avoidance of doubt, the School has adequate filtering systems to keep children safe when accessing the internet at school, is aware of the risks posed by the internet and technology for children, educates pupils, staff and parents about the safe use of technology and has mechanisms in place to enable staff to identify children who may be at risk of harm and to intervene appropriately or escalate such cases.

15.3 Other aspects, such as the procedures for school trips are set out in this and/or other school policies.

## **16. Early help**

16.1 The School recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life.

16.2 Effective early help relies on all members of staff at the School working together with local agencies to: identify children and families who would benefit from early help; assist in the assessment of need of any child who may be in need of early help; and to provide targeted early help in cooperation with local authorities in order to address the assessed needs of a child and their family in order to significantly improve the outcomes for that child.

16.3 All staff should be alert to children who may benefit from early help.

16.4 If a member of staff identifies a child who would benefit from early help he or she should notify the DSL. Staff may then be required to support other agencies and professionals in an early help assessment or, in some cases, act as the lead professional in undertaking an early help assessment

16.5 The DSL will then alert the relevant local authority in order to share information with other professionals to support early identification and assessment and, in some cases, act as the lead professional (or support another member of staff who is acting as the lead professional) in undertaking an early help assessment.

- 16.6 If early help is appropriate, the case should be kept under constant review by the DSL and consideration be given to a referral to children's social care if the child's situation does not appear to be improving.
- 16.7 In order for an early help assessment to be effective:
- 16.7.1 the assessment should be undertaken with the agreement of the child and the parents or carers. It should involve the child and family as well as all the professionals who are working with them;
  - 16.7.2 the member of staff or DSL should be able to discuss concerns they may have about a child and family with a social worker in the local authority in accordance with the relevant local authority's processes.
  - 16.7.3 if the parents or child do not consent to an early help assessment and a member of staff or the DSL is the lead professional then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, referral into local authority children's social care may be necessary.

**Last Approved by the Board of Governors:** 24 February 2016

**Signed by the Chairman:**

**Last Amended:** September 2016

**Last Amended by:** CBS

**Next Date for Review:** June 2017

The following information about types of abuse is taken from "Keeping Children Safe in Education" (DFE September 2016).

### **Abuse**

"A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children."

### **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."

Possible signs of physical abuse are:

#### *Physical Indicators:*

- Unexplained bruises and welts on the face, throat, upper arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument on an infant in various stages of healing that are seen after absences, weekends or vacations.
- Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen, buttocks; immersion burns producing "stockings" or "glove" marks on hands and feet; "doughnut shaped" on buttocks or genital area.
- Rope burns
- Infected burns indicating delay in treatment; burns in the shape of common household utensils or appliances.

#### *Behavioural Indicators:*

- Behavioural extremes (withdrawal, aggression, regression, depression).
- Inappropriate or excessive fear of parent or caretaker.
- Antisocial behaviour such as substance abuse, truancy, running away, fear of going home.
- Unbelievable or inconsistent explanation for injuries.
- Lies unusually still while surveying surroundings (for infants).
- Unusual shyness, wariness of physical contact.

## **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."

Possible signs of sexual abuse are:

### *Physical Indicators:*

- Torn, stained or bloody underclothes
- Frequent, unexplained sore throats, yeast or urinary infections.
- Somatic complaints, including pain and irritation of the genitals.
- Sexually transmitted diseases
- Bruises or bleeding from external genitalia, vaginal or anal region.
- Pregnancy.

### *Behavioural Indicators:*

- The victim's disclosure of sexual abuse.
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark).
- Promiscuity or seductive behaviours.
- Disturbed sleep patterns (recurrent nightmares).
- Unusual and age-inappropriate interest in sexual matters.
- Avoidance of undressing or wearing extra layers of clothes.
- Sudden decline in school performance, truancy.
- Difficulty in walking or sitting.

## **Emotional/Psychological 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, 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."

All abuse involves some emotional ill treatment: this category should be used where it is the main or sole form of abuse.

- Reporting no caretaker at home.

Because of the cultural and social mix at the School, it is important for us to be aware of the growing number of cases in the UK of female genital mutilation, forced marriage and honour-based crimes which have occurred against children and the fact that such forms of abuse could be a safeguarding/child protection issue for some pupils in the School population.

See separate annexes on Self-Harming, FGM, Child Sexual Exploitation and Forced Marriage/Honour Based Crimes

Possible signs of abuse are:

*Physical Indicators:*

- Eating disorders, including obesity or anorexia.
- Speech disorders (stuttering, stammering).
- Developmental delays in the acquisition of speech or motor skills.
- Weight or height substantially below norm.
- Flat or bald spots on head (infants)
- Nervous disorders (rashes, hives, facial tics, stomach aches).

*Behavioural Indicators:*

- Habit disorders (biting, rocking, head banging).
- Cruel behaviour, seeming to get pleasure from hurting children, adults, or animals; seeming to get pleasure from being mistreated.
- Age-inappropriate behaviours (bedwetting, wetting, soiling).
- Behaviour extremes, such as overly compliant-demanding; withdrawn-aggressive; listless-excitabile.

**Neglect**

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

Possible signs of abuse are:

*Physical Indicators:*

- Poor hygiene, including lice, scabies, severe or untreated diaper rash, bedsores, body odour:
- Squinting.
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions.
- Untreated injury or illness.
- Lack of immunisations.
- Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds).
- Height and weight significantly below age level.

*Behavioural Indicators:*

- Unusual school attendance
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Begging for or collecting leftovers.
- Assuming adult responsibilities.

**Annexure 2                    AWARENESS OF FEMALE GENITAL MUTILATION (FGM), CHILD SEXUAL EXPLOITATION (CSE), FORCED MARRIAGE (FM) AND HONOUR BASED VIOLENCE (HBV)**

**FEMALE GENITAL MUTILATION (FGM)**

The following general statement about schools' responsibilities in relation to FGM is taken from "*Keeping Children Safe in Education*" (DFE September 2016).

Female Genital Mutilation (FGM): 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.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and City of London Children and Families Team (children's social care)."

**Warning Signs relating to FGM**

The multi-agency practice guidelines identify a number of warning signs that a student may be at risk of undergoing FGM or may have already undergone it. These include:

- Professionals overhearing students talking about FGM
- Disclosure by a student or one of his friends
- A child going abroad to a country where FGM is known to be prevalent for an extended period
- A child who presents with medical difficulties such as frequent urinary infections or severe menstrual problems
- Prolonged unexplained absence from school
- Behavioural changes such as withdrawal or depression
- Reluctance to agree to routine medical examination

**Implications for the School**

- Although the School is a boys' school, there could be situations where staff become aware of issues relating to FGM.
- A number of students at the School belong to communities in which FGM has traditionally been practised and have close family links with countries abroad where it is prevalent and so may know other children potentially at risk.
- From October 2015, teachers have an obligatory duty to report to the police when they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out in a girl under 18. Those failing to report such cases face disciplinary action. Teachers should still consider and discuss such cases with the DSL and involve City of London Children and Families Team (children's social care) as appropriate.

The school will take proactive measures to raise students' awareness of the issue and to foster an atmosphere in which students will be able to voice concerns, by including FGM in PHSE and elsewhere in the curriculum where appropriate.

## **CHILD SEXUAL EXPLOITATION**

All young people, whatever their backgrounds, can be at risk of CSE so Staff at the School need to be aware of its possibility.

Comprehensive information about CSE can be found on the NSPCC Website at:  
[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage\\_wda97456.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage_wda97456.html)

### **What is child sexual exploitation?**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status.

The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options.

It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

### **Possible signs of CSE**

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault

This is not an exhaustive list and indicators can change over time.

## **FORCED MARRIAGE (FM)**

Some students at the School may be at risk of forced marriage or be related to people who are at risk of forced marriage, so it is important for Staff to be aware of its existence.



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 your wages or not giving you any money) can also be a factor.

Warning signs of forced marriage to look out for:

- Depression and self-harming behaviour such as anorexia, cutting, substance misuse or attempted suicide.
- They may ask school nurses for vaccinations for an upcoming "family holiday" or about contraception.
- Victims who have already been forced into marriage may have injuries consistent with rape or domestic violence and may ask about termination of a pregnancy.

All school staff should be aware that young people at risk are often strictly monitored by their parents. They may not be able to attend after-school activities or be allowed to talk to the opposite sex. They may be monitored by siblings while at school. They may not be allowed to consider going to university or getting a job after leaving school or college.

They may be about to travel on a planned "family holiday" or moving overseas which may be a cover story for a forced marriage. If these factors are present, the young person may be at risk of forced marriage and you should contact the DSL immediately

For information about forced marriage and relevant legislation see:

<https://www.gov.uk/forced-marriage>

## **HONOUR BASED VIOLENCE (HBV)**

For a summary of Honour Based Violence and relevant legislation go to the Crown Prosecution Website at:

[http://www.cps.gov.uk/legal/h to k/honour based violence and forced marriage/#a04](http://www.cps.gov.uk/legal/h%20to%20k/honour%20based%20violence%20and%20forced%20marriage/#a04)

There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

The Crown Prosecution Service, the Association of Chief Police Officers and support groups have a common definition of HBV:

"'Honour based violence' is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."

Some students at the School could be at risk of HBV.

**A) General**

This Code of Conduct has been introduced in the light of statutory regulations issued by the DfE entitled *Keeping Children Safe in Education (September 2016)*: it is intended not only to protect children but also members of staff from any malicious allegation(s). It is provided to all School staff (teaching and support) and volunteers.

1. All School staff and volunteers accept responsibility for the welfare of children with whom they come into contact in the course of their work, and that they will report any concerns about a child or somebody else's behaviour, using the procedures laid down in the School's Safeguarding and Child Protection Policy.
2. **Coco Stevenson** is the School's **Designated Safeguarding Lead (DSL)** who will take action following any expression of concern in accordance with the process laid out in the School's Safeguarding and Child Protection Policy. **Andrew McBroom** and **Richard Brookes** are the Deputy Designated Safeguarding Leads (DDSLs).
3. The Head and, in her absence, the Senior Deputy Head know how to make appropriate referrals to statutory child protection agencies. **Pat Dixon (020 7332 1512)** is the City of London's Safeguarding and Quality Assurance Service Manager and Local Authority Designated Office (LADO) and should be consulted for all safeguarding matters via the DSL if the matter pertains to a City of London resident child, or an issue relating to potential / actual allegations against staff, and for advice if the School is experiencing difficulties liaising with another LA in respect of safeguarding issues. Please also consult with the School's HR Business Partner (Fiona Hnatow) for HR advice and technical support concerning the process.
4. All staff who come into contact with children in the course of their professional activities must adhere to the School's Safeguarding and Child Protection Policy and have regard to any other relevant guidance issued by the School. Failure to comply with these obligations may result in disciplinary action in accordance with the School's Disciplinary Procedure.
5. Information relating to any allegation or disclosure must be clearly recorded as soon as possible, and there is a procedure setting out who should record information and the time-scales for passing it on.
6. The *Children Act 1989* states that the 'welfare of the child is paramount'. This means that considerations of confidentiality which might apply to other situations should not be allowed to over-ride the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.
7. The Safeguarding and Child Protection Policy will be referred to or included in recruitment, training and policy materials, where appropriate, and this policy will be openly and widely made available to members of staff and volunteers and actively promoted within the organisation.
8. A culture of mutual respect between children and staff will be encouraged, with adults modelling good practice in this context.

9. It is part of the School's acceptance of its responsibility of duty of care towards children that staff, who encounter child protection concerns in the context of their work will be supported when they report their concerns in good faith.
10. All staff should be aware that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

**B) Staff and volunteers must avoid:**

1. Inappropriate physical contact with children: physical contact is only appropriate in very limited circumstances. For more detailed advice please see the School's policy on physical Interventions by Staff. A copy has been supplied to all Staff at their induction training along with this copy of the Safeguarding Code of Conduct, Safeguarding and Child Protection Policy and *Keeping Children Safe in Education (September 2016)*.
2. Being involved in a one-to-one discussion or lesson with a pupil, but if this is necessary it is essential that the door of the room is open or that the meeting is visible from the outside (i.e. there is a window in the room or in the door of the room).
3. Using confidential or sensitive information about a child or their family for their own benefit or to humiliate or embarrass a child. Confidential information about pupils or the School should not be shared casually. However, information that might suggest that a child is in need or at risk of significant harm must be shared with the DSL, in line with the Safeguarding and Child Protection Policy.
4. Taking photographs of pupils: photographs or images of pupils should only be made when they are to be exclusively used in the School's promotional materials such as newsletters, prospectus and the website. Pupils' names should not be published with such images unless parents have given permission. Some parents may not wish their son's photograph or image to be used in this way and authorisation should be sought before any such image is published.
5. Establishing or seeking to establish any social contact with a pupil or their parents / carers. Family friendships should be declared to the Senior Deputy Head (e.g. friendships already formed outside school or forged through social contact by staff with children at the School). Staff should not give their personal telephone numbers or email addresses to pupils or their parents. No member of staff will enter into extra or private tuition (see note (i) below) or childcare arrangements with parents of pupils at the School without the permission of the Head. Staff should notify their line manager of any existing or previous family or social relationship with a pupil or their parents / carers.
  - (i) Staff should not tutor boys who are preparing to take the School's entrance examinations.
6. Making suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted. Inappropriate remarks include innuendo, swearing, and discussing their or your own intimate relationships.
7. Other than in exceptional circumstances, communicating directly with pupils by email or text message on your private phone or mobile device.

8. Communicating personally with pupils via Twitter, Facebook or other social media, except via the School's internal network. For the avoidance of doubt, where the School uses, or sanctions the use of, social media, it should be for the appropriate dissemination of information and not for entering into discussion, or dialogue on the internet (worldwide web). The facility for 'Comments' should, where possible, therefore, be disabled. The use of social media regarding School matters should be approved by the Head.
9. Hosting sites external to the School network / intranet for the purpose of communicating with pupils without the express permission of the Head.
10. Electronic communication with pupils without using a staff School login, or School email address: communications must be internally traceable using staff login credentials. To be clear: when pupils contact a member of staff using their personal email accounts, reasonable efforts should be made to ensure the identity of the pupil account; and further correspondence should be directed, to the pupil's School email account. Care must be taken when responding to non-School email addresses purporting to be a pupil and no information relating to School matters should be divulged to such accounts without seeking to confirm the identity of the sender. Vigilance must be exercised where information is requested from external email accounts.
11. Engaging in behaviour which could be construed as 'grooming' a child (for example giving a pupil money, presents or favours or talking or behaving in an inappropriate or unprofessional manner towards pupils).
12. Communicating to the public, press, television or any outside agency, the contents of any documents relating to the School / City of London Corporation. This includes the proceedings of any safeguarding matters. In certain circumstances it may be appropriate for staff to report any concerns to an outside organisation. If they do so, they should ensure they do not disclose any confidential information belonging to the School / City of London Corporation. Please refer to the City of London Corporation's Whistleblowing Policy.

**Please note also:-**

13. It is not unusual for pupils or, sometimes, their parents to develop infatuations or "crushes" towards staff. Staff must take steps to try and defuse these situations. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening should be reported to the Head of Year and the Head. In addition, the object of the pupil or parent's affections may not even be aware of this, in which case colleagues must bring this to the colleague's attention and report this to the Head.
14. It is not permissible to take pupil(s) alone in a car on journeys, however short, unless with the prior consent of the child's parent or guardian, and then only in exceptional circumstances with prior authorisation from the Head.
15. Staff are responsible for their own personal online digital profile and, where social media or games are used, staff should take all reasonable precautions to ensure their own privacy. Current pupils (see note (ii) below) should not be accepted as "Friends" or "Followers", for example, and, where adult school leavers or family members are listed as Friends, care should be taken with privacy settings such that *Friends of Friends*, who may be current pupils, do not have access to personal staff information.

(ii) Pupils remain under our care and on the school roll until the end of the summer holidays after they have left school, and these pupils should not be accepted as "Friends" until they are no longer on the school roll.

Further guidance is available as follows:

*E-safety: Protecting School Staff (NUT Guidance and Model Policy)*

<http://www.teachers.org.uk/help-and-advice/health-and-safety/e/e-safety-protecting-school-staff>

*Electronic Communications: Guidance for School Staff (ATL)*

<https://www.atl.org.uk/Images/Electronic-Communications-guidance-for-school-staff-201030-95136.pdf>

*Social Networking – Guidelines for Members (NASUWT)*

[http://www.nasuwt.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT\\_007513](http://www.nasuwt.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT_007513)

16. Staff should report inappropriate or abusive communications appearing to be from pupils and/or their friends or family, to the Head.

### **C) Important Points to Note for Staff and volunteers:**

1. Staff must maintain an attitude of 'it could happen here' where safeguarding is concerned.
2. The School expects all staff to dress appropriately whilst at work so that confidence of service users is maintained. Whilst the School values diversity and is not seeking to achieve a complete uniformity of dress style, the School does expect all employees' clothing at work to be neat, clean, modest and appropriate.
3. Do take a disclosure of abuse from a pupil seriously. It is important not to deter pupils from making a 'disclosure' of abuse through fear of not being believed, and to listen to what they have to say. Guidance on responding to an allegation of abuse is set out in the School's Safeguarding and Child Protection Policy including Annexure 5 (The Disclosure Form). If the allegation gives rise to a child protection concern it is important to follow the School's procedure for reporting such concerns, and not to attempt to investigate the concern oneself.
4. Staff may enter the boys' changing rooms for the purpose of respectful supervision. Before entering the changing room staff must announce their intention to enter by knocking loudly on the door and shouting at a decent volume that they are entering the changing room. Respectful supervision is defined by warning the boys of entry, averting eyes from boys in a state of undress, the intention of entry being to monitor standards of behaviour and remaining in the changing room for a maximum of five minutes.
5. Always report any concerns immediately to the School's Designated Safeguarding Lead regarding the conduct of another staff member in relation to pupils or vulnerable adults.
6. Remember that those who abuse children can be of any age (even other children), gender, ethnic background or class, and it is important not to allow personal

preconceptions about people to prevent appropriate action taking place.

7. Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying (including cyber-bullying), homophobia, racism, sectarianism or sexism.
8. Further advice and guidance on child protection and safeguarding issues is available via the relevant advice pages on the School's Safeguarding and Child Protection Policy which can be found on the School's website.
9. Written permission from pupils and their parents/carers must be obtained before taking photographs or films. This is included in the Terms and Conditions of the contract that parents sign. All images and films must be stored appropriately and securely and only used by those authorised to do so. Staff should be able to give account of the rationale behind any images of pupils that are in their possession.
10. Members of staff working in the building after 7.00pm must relocate to Level 2 Common Room and offices unless there is a school function such as a parents' evening or concert. If it is essential to be working elsewhere in the building after 7.00pm, please let the Duty School Keeper know and also inform him when you are leaving. Usually the building is locked and alarmed from 8.00pm.

#### **D) Guidance on responding to a child making an allegation of abuse:**

1. Stay calm.
2. Listen carefully to what is said and show that you are taking it seriously.
3. Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
4. Tell the child that the matter will only be disclosed to those who need to know about it.
5. Allow the child to continue at her/his own pace.
6. Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
7. Reassure the child that they have done the right thing in telling you.
8. Tell them what you will do next, and with whom the information will be shared (this is the School's DSL or Deputy DSL).
9. Make no judgement about what you have heard.
10. At the earliest opportunity record in writing what was said, using the child's own words as far as possible - note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated. Use Disclosure Form, found in the Safeguarding and Child Protection Policy Annexure 5.
11. Remember that whilst you may have been the first person encountering an allegation of abuse it is not your responsibility to decide whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the School's Designated Safeguarding Lead.

## THE PREVENT DUTY

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". From 1<sup>st</sup> July 2015, all schools and registered childcare providers are subject to this duty and must have regard to the statutory guidance.

The 2011 Prevent strategy has three specific strategic objectives, to:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

Two important concepts in Prevent are "**extremism**" and "**radicalisation**". It is argued that terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. 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. We also include in our definition of extremism calls for the death of members of our armed forces*".

## WHAT DOES THE PREVENT DUTY MEAN FOR SCHOOLS?

In order to fulfil the Prevent duty, schools must be able to identify children who may be at risk of radicalisation and know what to do when they are identified. The School's relationship with parents is key to the School's Prevent policy and the School will engage effectively with parents in relation to Prevent.

Protecting children from the risk of radicalisation should be seen as part of the **wider safeguarding responsibilities** of schools and it is similar in nature to protecting children from other harms, whether these come from within their families or are the product of outside influences. This appendix therefore must be read in conjunction with the Safeguarding and Child Protection policy.

Schools must also build resilience to radicalisation by promoting fundamental British values and enabling pupils to challenge extremist ideologies. Complying with the Prevent duty should not stop schools debating controversial issues. On the contrary, schools should provide a safe space where pupils can develop an understanding of the risks associated with terrorism and develop the knowledge and skills to challenge extremist arguments.

There are four general duties placed on schools:

### 1) Risk assessments

Schools are expected to assess the risk of their pupils being drawn into terrorism, including support of extremist ideas that are part of a terrorist ideology, based on a

general understanding of the risks affecting young people in their area and a specific understanding of how to identify individual children at risk and offer support.

2) Working in partnership

Schools are expected to continue to work with Local safeguarding Boards, Community safety Partnerships and local Prevent Leads.

3) Staff training

Schools are expected to provide Prevent awareness training to help staff identify children at risk of radicalisation and to challenge extremist ideology.

4) IT policies

Schools are expected to have suitable levels of filtering to prevent access to material that promotes terrorism and extremist ideologies. Compliance with the Prevent duty falls within school's responsibility to teach e-safety.

## **HOW ARE THE PREVENT DUTIES ARE DISCHARGED AT THE SCHOOL?**

### Risk Assessments

A significant proportion of the School's pupils come from London Boroughs which are a Prevent priority 1 or 2, which means that the risk of them being drawn into terrorism is potentially significant. However, only a small proportion of pupils are Muslim. While this does not mean that non-Muslim pupils are not a potential target, they are less likely to be exposed to such a possibility. It is however possible that they may be drawn into a different type of extremism such as far right or far left.

Therefore, the risk of radicalisation at the School is potentially high for a small number of pupils and less high for the vast majority.

The risk to individual pupils is monitored through our pastoral structure and in particular the tutors, who take into account all the factors and patterns of behaviour detailed in section 4. Attendance monitoring plays an important part in assessing vulnerability.

This risk will be reviewed annually as part of our annual Safeguarding review.

### Working in Partnership

The School works closely with the City and Hackney LSGB and with the Community Safety team and its Prevent Coordinator at the City of London Corporation.

### Staff Training

As part of the annual INSET on safeguarding, staff receives appropriate training on relevant aspects of the Prevent Duty, including how to identify children at risk of being drawn into terrorism, how to challenge extremist ideologies and what to do if staff become concerned about a child being drawn into terrorism. The Head, the DSL (Prevent Lead) and the DDSL have completed online Prevent Awareness training available at:

[www.cityoflondon.learningpool.com](http://www.cityoflondon.learningpool.com): 'Prevent: learning to support the prevent strategy'.

As WRAP training (workshop on raising awareness of Prevent) by the Local Authority becomes available, it will be completed by at least the DSL (Prevent Lead) and the DDSL. The DSL (Prevent Lead) is the first source of advice for staff on all matters related to the Prevent Duty.



### IT Filter

The school has a strict and effective filtering and e-safety is delivered through both Computer Science and PSHE lessons. There is also an E-safety Coordinator who is responsible for all matters of e-safety and keeps a log of incidents and reports annually to the Governors. The Senior Deputy Head and the Assistant Head – Pastoral have responsibility for the issuing of sanctions to pupils.

In addition, to fulfil its Prevent Duty, the school undertakes to:

- 1) Maintain and review annually robust safeguarding policies which take in to account the policies and procedures set out by City and Hackney Safeguarding Children Board and incorporate due regard to the Prevent Duty.
- 2) Conduct due diligence checks on staff, groups or individuals seeking to hire or use school premises, on visitors to school, particularly visiting speakers, whether invited by children or staff and on contractors working on the school site.
- 3) Actively promote Fundamental British Values as part of the school's wider SMSC/PSHE programmes as well as within other subject areas and assemblies.
- 4) Ensure that no political indoctrination takes place in any of the school curricular or extracurricular activities and that pupils are always exposed to a balanced presentation of political issues.
- 5) Ensure that children are resilient to radicalisation and are prepared to challenge extremist ideology by providing a safe environment for the discussion of sensitive issues, helping children to understand how they can participate in decision-making.

### DSL (Prevent Lead) Responsibilities

The DSL is the nominated Prevent Lead at the School and has responsibilities for the oversight of the discharge of the Prevent Duty at school. Details on the DDSL are on the Cover Sheet the Safeguarding and Child Protection Policy and their responsibilities are as follows:

- 1) To be the first point of contact for parents, pupils, teaching and non-teaching staff and outside agencies in matters relating to Prevent.
- 2) To coordinate the Prevent Duty procedures in the school.
- 3) To undergo appropriate training (including WRAP).
- 4) To maintain an ongoing training programme on Prevent related issues for all staff.
- 5) To liaise with the local prevent coordinator, the police, local authorities and other agencies.
- 6) To keep appropriate records of Prevent related incidents.

### **PROCEDURES OF VETTING VISITING SPEAKERS**

Visiting speakers invited by either staff or boys must be vetted prior to the invitation being issued to them. If a pupil is inviting the speaker, the member of staff sponsoring the activity must carry out the checks. Staff should complete the School's Visiting Speakers Information Form (available on the School intranet) and submit it to the Assistant Head Co-curricular and Staff Development (a Deputy DSL). Details of the checks on visiting speakers are recorded on the SCR.

## HOW TO SPOT A CHILD VULNERABLE TO RADICALISATION: VULNERABILITY ASSESSMENT

*"There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a "profile" can be misleading."* (Channel Guidance)

The Channel Vulnerability Assessment Framework (April 2015, 0) suggest 22 indicators. The framework involves three dimensions: engagement, intent and capability.

### Engagement with a group, cause or ideology ("psychological hooks")

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues.

### Intent to cause harm or readiness to use violence

- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

### Capability to cause harm

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

Some pupils will be more vulnerable to be influenced by others because of the existence of one or more factors, which may include:

- An identity crisis, involving an individual's distance from their cultural/ religious heritage, including peer/ family/ faith group rejection
- A personal crisis, including family tension/ social isolation/ friendship issues
- Personal circumstances, such as migration, experience of racism
- Unmet aspirations
- Criminality
- Experience of poverty, disadvantage, discrimination or social exclusion

The following are further risk indicators:

- Racist graffiti/ symbols/ comments made in School
- Speaking out or writing in favour of extremist ideas in school work
- Extreme comments shared on social media
- Erratic attendance patterns, including travel for extended periods of time to international locations known to be associated with extremism
- Distribution of extreme or terrorist propaganda among other pupils
- Association with those known to be involved in extremism (including via the internet)
- A significant shift in the child/ young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group
- A simplistic or flawed understanding of religious/ political/ global issues
- A significant adult or other in the child/ young person's life who has extremist views or sympathies

Critical risk factors include:

- Contact with extremist recruiters
- Articulation of support for extremist causes/ leaders
- The possession of extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Membership of extremist organisations

All staff and in particular pastoral staff need to be alert to the signs described above in their interactions with pupils. Monitoring of attendance by tutors and Heads of Year is a crucial part of detecting potential radicalisation.

## **CHALLENGING EXTREMIST IDEOLOGIES**

*"All terrorist groups have an ideology. Promoting that ideology, often through the internet, facilitates radicalisation and recruitment. Challenging ideology and disrupting the ability of terrorists to promote it is a fundamental part of Prevent.*

*In addressing ideological issues, we also need to be very clear about our purpose and method. The great majority of people in this country find terrorism repugnant and will never support it. Work to challenge ideology should not try to change majority opinion because it does not need changing. Our purpose is to reach the much smaller number of people who are vulnerable."*  
(Prevent Guidance)

The school ensures that no political indoctrination takes place at school and that pupils are always exposed to a balanced presentation of political views both in lessons, and in extracurricular activities. The school has a vetting procedure for visiting speakers and has due regard to the Prevent duty in its lettings policy.

The school also builds resilience to radicalisation by providing a broad and balanced curriculum that promotes the spiritual, social, moral and cultural development of pupils and within this, fundamental British values and by providing a safe environment where pupils can discuss sensitive issues and learn how to participate in decision making. Pupils will be taught in PSHE information and skills to keep safe from harm of all types and who to turn to for help. In addition the PSHE curriculum will continue to challenge students to be critical of media, including social media and provide key counter-narratives to extremist ideology, through

resources such as the Community Response to Extremism DVD, London Grid for Learning and Inspire.

The school will continue to encourage learning through diversity by promoting the objectives of the Equalities Act 2010.

The Religion and Philosophy department at the School can help challenge extremist ideologies by including lessons at KS3 and KS4 on the difference between Islam and Islamic Extremism, building on the schemes of work that are already in place. It will also continue to challenge any "Islamophobic" feelings by giving a balanced and objective overview of the main precepts of all the major religions.

Promoting critical thinking skills across all subjects remains central to challenging any form of extremism.

If staff encounter expressions of extremist ideology in their lessons, they should challenge the views and correct any factual misconceptions; however it is very important that this is done in a non-judgmental way that encourages further dialogue. Therefore, it is advisable to engage the student with open questions, using conditional rather than absolute language. This can either be done during the class discussion or on a one-to-one basis after the lesson has finished.

#### **WHAT TO DO WHERE THERE ARE CONCERNS ABOUT A PUPIL**

Concerns about a child being vulnerable to radicalisation and extremism should be reported promptly following the usual procedures as detailed in the Safeguarding and Child Protection policy. Staff should bring their concerns to the attention of the DSL (Prevent Lead) or the DDSL in the first instance but are also entitled to contact the LADO or the Prevent Coordinator at the Community Safety Team of the City of London directly. Details of how to contact the LADO and the Prevent Coordinator are on the Cover Sheet of the Safeguarding and Child protection policy.

Records will be kept by the DDSL of all concerns and he will liaise with outside agencies as appropriate in line with the Safeguarding and Child Protection Policy.

For children perceived to be at immediate risk of harm, the LADO will be contacted immediately. For children who show early signs of being vulnerable to radicalisation and who need further support, the school will make a Channel panel referral, in consultation with the LADO and the Prevent Coordinator in the Community Safety Team.

If a child is suspected or identified as already engaged in illegal terrorist related activity, they will be reported to the police. The following are useful contact numbers; Anti-Terrorist Hotline: 0800 789 321, Crime stoppers: 0800 555 111, Relevant Police force: 101.

Staff and governors may also use the DFE dedicated helpline and mail box for non-emergency advice: 0207 340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

This form should be used when a pupil discloses to any member of staff or volunteer that they or another pupil is suffering or is at risk of abuse. The form should be completed immediately after the disclosure has been made and brought to the attention of the DSL or DDSLs straight away or no later than the end of the timetabled day on which the disclosure was made.

**1. You**

Your Name: ..... Date: .....

**2. The Pupil**

Name of Pupil: ..... DOB: .....

Parent/Carer: .....

**3. The Alleged Perpetrator**

If the pupil has named or described the alleged perpetrator, note the details here:

.....

**4. The Disclosure**

Record of conversation (use continuation sheet if necessary):

- Record what was said by the pupil and by you
- Use the exact words and phrases used by the pupil
- Clearly distinguish between fact, observation, allegation and opinion
- Note the non-verbal behaviour and the key words in the language used by the pupil.

.....

.....

.....

.....

.....

Did the pupil name witnesses? If so, note them here:

.....  
.....

Was anyone else present during the disclosure? If so, note them here:

.....  
.....

**5. Consent to Share**

Was the pupil able to provide informed consent? (please circle) Yes / No

If so, how did you seek consent?

- Specifically, what did you explain, what questions did you ask and what were the responses?

.....  
.....  
.....

Did the pupil provide consent to share? (please circle) Yes / No

If yes, what did the pupil say?

- Note the exact words used by the pupil

.....  
.....

If no, did you explain that you would have to share this information with the DCPO and who else might receive this information and why? (please circle) Yes / No

.....  
.....

**6. Additional Information**

Any other comments

.....

.....

.....

.....

.....

Signed: .....

Time and Date: .....

### **Annex B: Role of the designated safeguarding lead**

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

### **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.



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

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- 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 or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers; Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the 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 or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

**Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.