



## Safeguarding policy

### Statement of intent

The safety and well-being of all our pupils at The Royal Grammar School, Guildford in Qatar (the RGS Guildford in Qatar) (The School) is our highest priority. This policy is applicable to all pupils, including those in the EYFS. Our priority is to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by staff and pupils so that every pupil can develop his full potential and feel positive about himself as an individual. All pupils should care for and support each other.

This policy is in accordance with locally agreed inter-agency procedures. Any deficiencies or weaknesses in Child Protection arrangements will be remedied without delay.

### What is child abuse?

The NSPCC defines child abuse as:

*"... the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse." ".....*

*Abuse is always wrong and it is never the young person's fault."*

Abuse can also be caused by siblings or other young people, such as through bullying, and should be treated the same as abuse by adults.

### Symptoms

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused, that will be included in the detailed procedures.

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

### Transparency

The School prides itself on its ethos of respect and mutual tolerance. Parents/guardians have an important role in supporting the School. This policy is available on our web sites, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. We will never ignore an allegation of child abuse and will always pass all relevant information onto the Local Safeguarding Children Board (LSCB).

### Safer employment practices

The School adheres to the Government's statutory guidance, Working Together to Safeguard Children March 2015 and Keeping Children Safe in Education July 2015 which set out the requirements for safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the

School, including part-time staff, short term and supply staff, and visiting staff, such as musicians and sports coaches, are subjected to the checks set out in the guidelines above before starting work, including applying for an enhanced disclosure from the Disclosure and Barring Service (DSB). All staff working within the Pre-Prep Department (including EYFS) complete an annual Staff Disqualification Declaration Form. All Governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff, and adult members of the families of members of staff who live on site are also vetted. Assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils on another site. Our policies are reviewed by Governors annually.

Following the guidance in Keeping Children Safe in Education (July 2015) there is a safeguarding statement in all adverts and references for shortlisted candidates which are collected prior to interview.

### Raising awareness

List of staff required here.

Full Board of Governors is responsible for:

- Reviewing the procedures for and the efficiency with which the child protection duties have been discharged.
- Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- Approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice.

### Designated Safeguarding Leads (DSLs)

At The Royal Grammar School, Guildford in Qatar, Alistair Downs, Head of School, is the Designated Safeguarding Lead.

The Designated Safeguarding Lead has been fully trained for the demands of this role in child protection and inter-Agency working. He regularly attends courses with other child support agencies to ensure that they remain conversant with best practice. He undergoes training every two years and maintains close links with the relevant agencies. The training received by the DSL is provided either through the Local Safeguarding Board or by an external welfare agency acceptable to the Local Board. The DSL reports at least once a year to the relevant Governors' Committee on the child protection issues outlined above and the Governors review the policies and procedures and the efficiency with which they are implemented.

The School's records on child protection are kept secure. Access is restricted to the Designated Safeguarding Lead and the Assistant Head of the RGS Guildford in Qatar.

### Induction and training

All new members of staff, including part-timers, short-term, visiting music teachers, sports coaches with supervisory responsibility and contract staff working in The School, receive basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the Designated Safeguarding Lead or the Head. Child protection training is also given to new Governors and volunteers. Everyone attends refresher training at least every three years. All staff complete an online child protection training course, read Keeping Children Safe in Education part 1 and complete a Staff Code of Conduct. Records of the training are held by the DSL.

### Interaction with pupils: school child abuse procedures

New members of staff, Governors and volunteers are given copies of the School's Policy and relevant procedures on Child Protection. Discussion of the procedures set out in the relevant school's document forms a vital part of induction procedures. The School procedures provide guidance for

teachers, other members of staff and responsible adults when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training.

The Designated Safeguarding Lead, who has received specialist training in this topic, must always be informed if a member of staff or responsible adult has any concerns.

Child Protection procedures are placed on the agenda of a staff meeting once a year, for the purposes of training and review. Procedural problems and issues of clarity will be identified and included in a further edition before being sent to Governors for approval.

### Raising awareness with pupils

The School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. As appropriate to their age, we prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHME and during form/tutor time for discussion of child abuse and in developing in pupils, the confidence which they require to recognise abuse and to stay safe. The School will take all possible steps to ensure that pupils know that there are adults to whom they can turn if they are worried, including all staff, and the School Nurse.

### Reporting concerns of abuse

Allegations or concerns about the abuse or potential abuse of any children, including siblings, should be reported to the relevant Designated Safeguarding Lead. In the case of serious harm, the police should be informed from the outset.

Where the allegation or concern relates to a member of staff, the relevant Designated Safeguarding Lead should be advised and he/she will immediately advise the Chair of Governors. The Designated Safeguarding Lead will immediately pass all relevant information onto the Local Safeguarding Children Board (LSCB).

If the allegation concerns the Head of School, the person receiving the allegation should immediately inform the Chair of Governors without informing the Head first.

At the RGSGQ if the allegation or concern relates to a Designated Safeguarding Lead, it should be raised with the Chair of Governors.

### Promotion of welfare

The ethos of The School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults.

### Equal treatment

The School is committed to equal treatment for all, regardless of an individual's age, race, ethnicity, religion, sexual orientation, disability, special education needs, gender re-assignment, linguistic, or social background.

The School aims to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil.

### Bullying

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the School. Any kind of bullying is unacceptable. The School's Behaviour and Anti Bullying Policies aim to support vulnerable pupils.

A detailed bullying incident log is in place and reviewed on a regular basis.

## Complaints

If you have any complaints about the School, a copy of the School's complaints policy can be sent to you on request.

## Child Protection Procedure

### Child Protection Objectives

The formulation and publication of this Child Protection Procedure reflects the School's Child Protection Policy and an active commitment to promoting and safeguarding the welfare of the pupils within the School. It is based on guidance given in the government's document 'Safeguarding Children and Safer Recruitment in Education' (January 1 2007) and subsequent revised guidance.

The School believes that pupils have the fundamental right to feel safe and protected from any form of abuse. The School aims to provide a caring environment and a curriculum where self-esteem can be nurtured and pupils empowered to protect themselves.

The School has a systematic approach to recognition, consultation and referral of suspected child abuse to the appropriate agencies. A senior member of staff is appointed Designated Safeguarding Lead. This is currently Alistair Downs, Head of School: he is nominated as responsible for child protection and welfare matters. His role is to co-ordinate the child protection processes to organize effective training of all school employees and to take the lead in referral to outside agencies.

All School employees have a responsibility to protect pupils from abuse and the senior staff will ensure that employees are conversant with the School's Child Protection procedures and know how to access them.

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. It can happen to children of any age, sex, ethnicity, sexual orientation or disability. There are four defined areas of abuse; physical injury, neglect, sexual abuse and emotional abuse.

The School also recognises that children can be harmed through access to verbal, written and visual material that is inappropriate to their age. The School will regard and treat as abuse any access given or allowed to such material especially through the action or inaction of a member of staff.

### **The School keeps Child Protection records confidential.**

This procedure will be reviewed on an annual basis by the Senior Management Team and Governors. If a member of staff has concerns about the Child Protection Policy or this procedure, he or she should raise them with the Designated Safeguarding Lead immediately.

### School Child Protection Procedures

The Royal Grammar School Guildford in Qatar fully recognises the contribution it can make to protect and support children in school. There are, therefore, three main elements to the Child Protection Policy: prevention, protection and support.

The School recognises that for pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevent the chances of abuse happening. The School will therefore aim to:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the School whom they can approach if they are worried or are in difficulty.

- Include in the curriculum activities and opportunities for PSHME, which equip children with the skills they need to stay safe from abuse.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life and underline their own responsibility not to abuse others.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Adults in charge of children should know what to do if they suspect that someone is being physically, emotionally, intellectually or sexually abused, or if someone tells them that this is happening. Neglect is also potentially a cause for concern. The following points provide a brief guide for action:

- Staff should stop and listen to anyone who wishes to report suspicious incidents or specific abuse.
- Brief notes should be taken of the incident reported, during or immediately after the interview with the pupil concerned. A verbatim note should be taken whenever possible. These notes should be signed and dated.
- Staff should not undertake to keep what is revealed entirely confidential, since they have a duty to take action if suspected abuse is reported.
- Leading questions should not be asked of pupils; pupils should instead be encouraged to provide detailed accounts in their own words.
- The Designated Safeguarding Lead should be apprised of any suspected abuse situation at the earliest opportunity. A staff member may make a referral directly to the Chair of Governors should the Designated Safeguarding Lead not be available.
- Staff should then discuss the next steps, in particular, plans to protect the pupil, with the Designated Safeguarding Lead and a decision should be reached quickly so that the pupil is not placed at further risk.
- Staff should not attempt to carry out an investigation of the incident(s) reported: this is to be left to the appropriately trained authorities.
- It should not be thought that any given group of pupils is immune to abuse or that an accusation against a colleague, or known individual is necessarily unfounded.
- Children often tell other young people about abuse which they have suffered because they may not trust adults. It is important, therefore, that senior pupils and those in charge of activities have an awareness of reporting procedures in the event that they should have potential abuse reported to them. If in doubt, those who come across information which gives them concern for the safety of others should not keep it to themselves.

The Designated Safeguarding Lead should contact the Chair of Governors within 24 hours after the report of the incident and discussion with the member of staff concerned.

The School will ensure that the Designated Safeguarding Lead and his or her deputy will attend training relevant to their role. All teaching staff and non-teaching staff will receive training and updated information on child protection on an annual basis. Further training is provided for those who work in EYFS and After School Care.

The School will seek to promote a culture to enable all staff to discuss any personal concerns or difficulties that may get in the way of protecting children. Members of staff are encouraged to take such concerns privately to their line manager or directly to the Designated Safeguarding Lead if necessary. They may wish to discuss concerns with the School Nurse.

Child Protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or who are at risk of suffering 'significant harm'.

- 'Harm' means ill treatment or the impairment of health or development, including, for example impairment suffered from seeing or hearing the ill treatment of another.

- 'Development' means physical, intellectual, emotional, social or behavioural.
- 'Health' means physical or emotional.

### Definition of 'abuse' or 'neglect'

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. It can happen to children of any age, sex, ethnicity, sexual orientation or disability. There are four defined areas; physical injury, neglect, sexual abuse and emotional abuse. These are outlined in greater detail in Appendix 2.

### Definition of 'child'

This is given as 'anyone who has not reached their 18th birthday'. Whether or not they are living away from home does not change their status or their entitlement to protection.

Well-kept records are essential to good child protection practice. The School is clear about the need to record any concerns held about a girl or boy, the status of such records and when these records should be passed over to other agencies.

The Designated Safeguarding Lead will keep confidential records, referral information and feedback from agencies involved with individual cases. This information is kept secure and separate from other school records. Individual teachers are made aware of the confidentiality of information and that it is shared on a 'need to know' basis.

If a child transfers or leaves, the school to which they are transferring is contacted and information is passed on to the named person to alert them to the need to monitor.

The Designated Safeguarding Lead will immediately report to the Independent Safeguarding Authority, any person (whether employed, contracted, a volunteer or student) who is suspected of being a risk to children. This will comply with the requirement to report to the Disclosure and Barring Service (DBS), within one month of leaving the School any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the Disclosure and Barring Service (DBS) is contacted via PO Box 110 Liverpool L69 3EF (Tel: 0870 90 90811).

If allegations regarding Child Protection are raised concerning a member of staff, either teaching or non-teaching, the Designated Safeguarding Lead will advise the Chair of Governors immediately and will refer to the School's Disciplinary Procedures.

If allegations are raised regarding the Designated Safeguarding Lead at the RGS Guildford in Qatar, then these concerns should be referred to the Chair of Governors. If allegations are raised regarding the Head of School of the RGS Guildford in Qatar, then those concerns should be referred to the Chair of Governors.

### Roles and responsibilities of the nominated Designated Safeguarding Lead

To co-ordinate and have responsibility for Child Protection and welfare concerns, being able to offer advice and information within The School.

To be familiar with The School's Child Protection procedures.

To obtain training on Child Protection and relating responsibilities.

To obtain and be familiar with relevant Department for Education, Independent Schools and other Child Protection publications.

To be familiar with Qatari legislation concerning child welfare.

To take responsibility for the training of staff in Child Protection Procedures and to ensure that staff are aware of The School's Child Protection Policy.

### Supporting pupils at risk

The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of boys and girls at risk. Whilst at School, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from School. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The School will endeavor to support pupils through:

- The curriculum by encouraging self-esteem and self-motivation.
- The School ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of school rules (required under the Code of Practice, 1993 Education Act).
- A considered approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the School setting.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

### Safety

The School will ensure that the site is a clean and safe environment, ensure that there are regular audits of all equipment and practice the fire drill regularly. The School will ensure that a responsible adult is on site when children arrive, ensure full safety when on site and that when accidents occur they are recorded in an accident book.

The School will ensure that there is an accurate and up-to-date database detailing contact numbers for all children and updated medical information. The School has security measures in place and keeps a careful check on all visitors and guests.

### Recruitment

The Royal Grammar School, Guildford in Qatar takes child protection seriously and will keep child protection issues in mind throughout the recruitment process. A detailed Recruitment Protocol is available from the School Office. The Recruitment Protocol and the Recruitment, Section and Disclosure Policy both adhere to the Independent Schools Standards Regulations.

### Other relevant policies and documentation

This Child Protection Procedure should be considered alongside other related policies, including the Safeguarding Policy, Anti-Bullying Policy, Behaviour, Sanctions and Rewards Policy and Learning Support Policy. In EYFS specifically this policy should also be considered alongside the Arrival, Departure and Non-attendance policy, mobile phone policy and Surrey safeguarding advice such as bruising in children who are not independently mobile. The Health and Safety Policy and the Equal Opportunities Policy. Appendix 1, Developing Safe Working Practice, is also useful.

## Child Protection Procedure: Appendix 1

### Developing Safe Working Practice

Staff have a crucial role to play in shaping the lives of young people. The aim of the following guidance is to safeguard young people and reduce the risk of staff being falsely accused of improper conduct.

#### General Conduct

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare of children in their care. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their pupils and public in general.

#### Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However, staff should consider the manner of dress and appearance appropriate to their professional role. Staff should be dressed decently, safely and appropriately for the tasks they undertake. Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

#### Infatuations

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff. A member of staff, who becomes aware that a pupil may be infatuated with themselves or a colleague, should discuss this with a more senior colleague at the earliest opportunity.

#### Physical Contact

There are occasions where it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most staff and therefore staff should use their professional judgement at all times. Contact should always be done with the pupil's agreement.

#### Social Contact

Staff should not seek to establish social contact with pupils for the purpose of securing a friendship. Staff should not give their personal details to pupils unless the need to do so is agreed with senior management.

#### Behaviour Management

Corporal punishment is unlawful in all schools. The use of humour can help to defuse a situation but the use of sarcasm and demeaning or insensitive comments towards pupils is not acceptable in any situation.

#### Physical Intervention

Staff may legitimately intervene to prevent a pupil committing a criminal offence, injuring others or themselves, causing damage to property or engaging in behaviour prejudicial to good order and discipline. In all cases where physical intervention is used the incident and subsequent actions should be documented and reported. Colleagues should refer to the Policy on the use of force to restrain pupils.

#### Sexual Contact

Any sexual behaviour by a member of staff with or towards a young person is both inappropriate and illegal. Staff should avoid any form of communication with a child or young person which could be interpreted as sexually suggestive.

#### One to One Situations

Staff working in one to one situations are more vulnerable to allegations. Teachers should recognise this and plan meetings accordingly. Meetings should not be in remote secluded areas and there should be visual

access and/or an open door. Other staff should be informed of the meeting beforehand and the use of engaged signs should be avoided. If a child becomes distressed, always report it to a senior colleague.

### First Aid and Administration

All schools must have trained first aiders. Teachers can volunteer but it is not a contractual requirement. Staff should receive training before administering first aid or medication.

### Curriculum

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit nature or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances.

### Whistleblowing

This is the mechanism by which staff can voice concerns, made in good faith, without fear of repercussion. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the senior management, especially where the welfare of children is at risk.

### Sharing Concerns and Recording Incidents

All staff should know the designated teacher for child protection, be aware of child protection policy and procedure and know the process for promptly and clearly recording any incident or concern and referring it to senior management.

### Use of Mobile Phones and Camera Mobile Telephones:

- Staff may only access their mobile phones during working hours, when pupils are not present and staff are not engaged in the process of teaching.
- The Head of The RGS Guildford in Qatar can give permission for staff to access their mobile phones during teaching time, if family emergencies so dictate.
- Staff working within the EYFS must store their mobile phones out of the classroom areas during working hours.

### Cameras:

Photographs taken for the purpose of recording a pupil or group of pupils participating in activities or celebrating their achievements is an effective form of recording their progress. However, it is essential that photographs are taken and stored appropriately in order to safeguard the pupils in our care.

- Cameras on mobile phones may not be used.
- Only designated school cameras may be used to take images of pupils within The School setting or on outings. Sometimes outside providers may be appointed by the School to take photographs of pupils for media purposes, for the website, for marketing or for personal use. All parents must sign consent for this. The Head of the RGS Guildford in Qatar is responsible for checking the list of pupils where consent is withheld. He needs to ensure that images of these pupils do not appear on The School's website or in the media. Images taken on these cameras must be deemed suitable without putting the pupil/pupils in any compromising positions that could cause embarrassment or distress.
- Images taken and stored on the camera must be downloaded by designated staff as soon as possible.
- Photographs may be distributed to other members of the staff in order to update pupil achievements, or for recording purposes.

- Cameras may only be taken into a bathroom if photographic evidence of children washing their hands needs to be recorded, as is sometimes required by EYFS. This activity must be properly supervised by appropriate staff.

**Failure to adhere to the contents of this policy may lead to the implementation of disciplinary procedures.**

**Definitions of Abuse and Indicators Definitions:** (taken from Working Together to Safeguard Children DfES 2006).

- Neglect - the persistent or severe neglect of a child which results in impairment of health or Development.
- Physical Abuse – actual or likely physical injury to a child, or failure to prevent physical injury or suffering.
- Sexual – actual or likely exploitation of a child by involvement in sexual activities without informed consent or understanding, or that violate social taboos or family roles.
- Emotional – actual or likely severe adverse effects on the emotional and behavioural development of a child by persistent or severe emotional ill-treatment, inappropriacy, or rejection.
- Potential abuse – situations where children may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser.
- Bullying - any persistent and uninvited behaviour which insults, hurts or intimidates someone (includes cyber-bullying).

**Signs of possible abuse include:** (These are not exhaustive or necessarily indicative of abuse).

*(Taken from Working Together to Safeguard Children DfES 2006).*

- Neglect – constant hunger or tiredness; frequent lateness or absence, poor personal hygiene, untreated medical problems; running away, stealing, low self-esteem.
- Physical - unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help, fear of physical contact, fear of going home, over aggressive or defensive tendencies, fear of removing clothes, bites, lashes, facial injuries.
- Sexual - tendency to cling, tendency to cry, genital itching, acting 'like a baby', distrust of familiar adults, wetting and/or soiling, fear of undressing, throat infections, depression, fearful/panic attacks.
- Emotional – physical, emotional, developmental delay; over-reaction to mistakes; tearful, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, Munchausen Syndrome by proxy (If a parent of child deliberately fabricates or induces illness in that child). Signs may include; perceived illness, doctor shopping, enforced illness, fabricated illness, poisoning e.g. with salt, induced seizures, suffocation, bleeding, rashes, tampering with vomit/urine. Child may exhibit unusual or unnaturally prolonged illness; symptoms/signs have a temporal association with mother's presence, mother unusually at ease in hospital environment, multiple illnesses/similar symptoms in family, unexplained death of siblings.

## Appendix 3

### Safeguarding information for all staff

(Taken from Keeping Children Safe in Education July 2015)

## What school and college staff should know and do

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

Children includes everyone under the age of 18.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.<sup>1</sup> Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.<sup>2</sup>

## The role of the school or college

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children 2015](#). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Each school and college should have a Designated Safeguarding Lead, who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

## The role of school and college staff

The *Teachers' Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>3</sup>

All school and college staff have a responsibility to provide a safe environment in which children can learn.

All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

In addition to working with the designated safeguarding lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children.

## What school and college staff need to know

All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.

All staff members should also receive appropriate child protection training which is regularly updated.

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<sup>1</sup> Such action might be taken under section 47 and section 44 of the Children Act 1989.

<sup>2</sup> Such action might be taken under section 17 of the Children Act 1989.

<sup>3</sup> The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

### What school and college staff should look out for

All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options.<sup>4</sup> One good source of advice is provided on the [NSPCC website](#). Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

### What school and college staff should do if they have concerns about a child

If staff members have concerns about a child, they should raise these with the School's or college's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

**If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

**Staff should be aware of new reporting requirements with regards to known cases of female genital mutilation (FGM).**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.<sup>5</sup>

The Department for Education has produced advice [What to do if you are worried a child is being abused 2015- Advice for practitioners](#) to help practitioners identify child abuse and neglect and take appropriate action in response.

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<sup>4</sup> Department for Education [training materials on neglect](#).

<sup>5</sup> [Brandon et al- Learning from Serious Case Reviews \(SCRs\) 2011](#)

### What school and college staff should do if they have concerns about another staff member

If staff members have concerns about another staff member then this should be referred to the Head of School. Where there are concerns about the Head of School this should be referred to the Chair of Governors, Chair of the Management Committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of this guidance.

### What school or college staff should do if they have concerns about safeguarding practices within the school or college

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in The School or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.

Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.<sup>6</sup>

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<sup>6</sup> [Advice on whistleblowing](#)

## Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

## Types of abuse and neglect

**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. 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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child'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.

## Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#) and [NSPCC website](#). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child missing from education](#) – and see page 13
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and see page 14
- [bullying including cyberbullying](#)

- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and see page 14
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [preventing radicalisation](#) – and see page 15
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

### Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers<sup>7</sup>.

All schools must inform their local authority<sup>8</sup> of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer 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;

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<sup>7</sup> Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006

<sup>8</sup> Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006

- 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; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

**All schools must 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 (or in default of such agreement, at intervals determined by the Secretary of State)<sup>9</sup>.**

### Further information on Child Sexual Exploitation

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

### Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice Guidelines](#), and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the

Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

### Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting

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<sup>9</sup> Regulation 12(1) of the Education (Pupil Registration) (England) Regulations 2006

commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

### Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers<sup>10</sup>, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

### Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism<sup>11</sup>. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard<sup>12</sup> to the need to prevent people from being drawn into

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<sup>10</sup> Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term ‘teacher’.

<sup>11</sup> Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

<sup>12</sup> According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

terrorism”<sup>13</sup>. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies [must have regard to statutory guidance issued under section 29 of the CTSA 2015](#) (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also [published advice for schools on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

## Channel

School staff should understand when it is appropriate to make a referral to the Channel programme.<sup>14</sup> Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary

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<sup>13</sup> “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

<sup>14</sup> Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channelpanels<sup>15</sup>.

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<sup>15</sup> Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015