



Safeguarding Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON - HEADTEACHER

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Statement of intent

Riverside School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSO).
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSOs are: Kerry Reed, Clare Collett and Sarah Stark. In the absence of the DSO, child protection matters will be dealt with by the headteacher.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

1. Definition

1.1 For the purpose of this policy, Riverside School will define “safeguarding and protecting the welfare of children” as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils’ health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

2. Legal framework

2.1 This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)

Statutory guidance

- HM Government (2014) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage’
- DfE (2015) ‘Working together to safeguard children’
- DfE (2015) ‘What to do if you’re worried a child is being abused’
- DfE (2015) ‘Information sharing’
- DfE (2015) ‘The Prevent duty’
- DfE (2016) ‘Keeping children safe in education’
- DfE (2016) ‘Disqualification under the Childcare Act 2006’
- DfE (2017) ‘Child sexual exploitation’

3. Roles and responsibilities

3.1 The Governing Board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2015.
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the local safeguarding children board (LSCB).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSO as an explicit part of the role-holder's job description – there should always be cover for the DSO.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

- Guarantee that there are procedures in place to handle allegations against other pupils.
- Make sure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

3.2 The Headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Behaviour Policy, information regarding the role of the DSO and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction.

3.3 The DSO has a duty to:

- Refer all cases of suspected abuse to Children's Social Care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.

- Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.

NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by other means such as phone or Skype.

3.4 Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSO.
- If at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSO.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation.

3.5 Riverside School contributes to inter-agency working as part of its statutory duty.

3.6 The school will work with Children's Social Care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

3.7 The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.

3.8 In light of the above, staff members are aware that whilst the Data Protection Act 1998 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

3.9 Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

- 3.10 The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

4. Abuse and neglect

- 4.1 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.
- 4.2 All members of staff will also be aware of peer-on-peer abuse, most likely to include actions such as bullying, gender based violence, sexual assaults and sexting.
- 4.3 All staff will be aware of the actions involving peer-on-peer abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's Anti-Bullying Policy.
- 4.4 All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

5. Types of abuse and neglect

- 5.1 Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.
- 5.2 Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 5.3 Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- 5.4 Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
- 5.5 Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment

of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

6. Female genital mutilation (FGM)

6.1 For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

6.2 All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.

6.3 Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

6.4 There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

6.5 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

6.6 Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

6.7 Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

- 6.8 It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.
- 6.9 Indicators that FGM may have already taken place include the following:
- Difficulty walking, sitting or standing
 - Spending longer than normal in the bathroom or toilet
 - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
 - Prolonged or repeated absences from school followed by withdrawal or depression
 - Reluctance to undergo normal medical examinations
 - Asking for help, but not being explicit about the problem due to embarrassment or fear
- 6.10 Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSO and involve Children's Social Care as appropriate.
- 6.11 FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.
- 6.12 All forms of HBV are forms of abuse, and will be treated and escalated as such.
- 6.13 Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.
- 6.14 FGM is not a known risk in our current context. However, there are a small number of pupils who meet some the criteria identified in 'at risk' groups. As such, FGM forms a key part of our annual Safeguarding training.

7. Forced marriage

- 7.1 For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.
- 7.2 As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:
- Becoming anxious, depressed and emotionally withdrawn with low self-esteem

- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
 - Displaying a sudden decline in their educational performance, aspirations or motivation
 - Regularly being absent from school
 - Displaying a decline in punctuality
 - An obvious family history of older siblings leaving education early and marrying early
- 7.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSO and local safeguarding procedures will be followed.

8. Child sexual exploitation (CSE)

8.1 For the purpose of this policy, **“child sexual exploitation”** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- a) In exchange for something the victim needs or wants
- b) For the financial advantage or increased status of the perpetrator or facilitator

8.2 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

8.3 Riverside School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

a) Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

b) Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

c) Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed. Sex, health and relationships is taught as part of the SRE curriculum and explores themes of private versus public, appropriate relationship and touch, health and personal care and keep safe strategies.

9. Preventing radicalisation

- 9.1 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. The two DSOs have had Prevent and WRAP training. Prevent forms part of the whole school annual Safeguarding training and additional WRAP training is delivered to key staff, who may be working with pupils who could be at risk of radicalisation.
- 9.2 Riverside School will actively assess the risk of pupils being drawn into terrorism.
- 9.3 Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.
- 9.4 Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.
- 9.5 The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. The school will assist and advise family members who raise concerns, and provide information for support mechanisms.
- 9.6 Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

Training

- 9.7 The DSO will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSO will hold formal training sessions with staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

9.8 Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

9.9 Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

9.10 Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

9.11 Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

9.12 Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

9.13 When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?

- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

9.14 Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

9.15 Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSO.

9.16 The DSO will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

9.17 Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

9.18 In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSO will contact the Channel programme.

9.19 The DSO will also support any staff making referrals to the Channel programme.

9.20 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

9.21 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Riverside School.

9.22 The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

Building children's resilience

9.23 Riverside School will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments, commensurate with their cognitive abilities.
- Teach pupils about how democracy, government and law making/enforcement occurs.

- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.
- Teach pupils about what makes each of us individual, to respect and celebrate these differences and to respond to differences between us in an appropriate way.
- Teach pupils about the risk posed by people who have extremist views and support them in understanding how to seek advice if needed.

Resources

9.24 Riverside School will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

10 A child missing from education

10.1 A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

10.2 Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSO following normal safeguarding procedures.

10.3 Riverside School will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

10.4 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

10.5 The school will notify the LA within five days of when a pupil's name is added to the admissions register.

10.6 The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.

10.7 Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.

- 10.8 If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
- The full name of the parent/carer with whom the pupil will live
 - The new address
 - The date from when the pupil will live at this address
- 10.9 If a parent/carer notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
- The name of the new school
 - The date on which the pupil first attended, or is due to attend, that school
- 10.10 In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
 - Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
 - Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
 - Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
 - Have been permanently excluded.
- 10.11 The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
- 10.12 If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
- The full name of the pupil
 - The full name and address of any parent/carer with whom the pupil lives
 - At least one telephone number of the parent/carer with whom the pupil lives

- The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

10.13 The school will work with the LA to establish methods of making returns for pupils back into the school.

10.14 The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown.

10.15 The school will also highlight any other necessary, contextual information, including safeguarding concerns.

11. Pupils with special educational needs and disabilities (SEND)

11.1 The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

11.2 Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

11.3 When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

11.4 Physical Intervention

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under Child Protection policy or allegation procedures.

11.5. Behaviour Support

Our policy on behaviour management is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

For a small number of pupils, the Behaviour Support Plan will identify the use of the Blue Room calming space as an intervention to support the pupil in enabling them to regulate their emotions. This will only be used following consultation with the family and each use will be recorded and outcomes monitored as part of a holistic behaviour support programme.

12. Concerns about a pupil

- 12.1 Concerns about a pupil do not include those in immediate danger and so must be handled differently.
- 12.2 If a staff member has any concerns about a pupil, they will raise this with the DSO or, if necessary, refer the case to specialist or early help services.
- 12.3 If a referral is made about a child by anyone other than the DSO, the DSO will be informed as soon as possible.
- 12.4 The LA will make a decision regarding what action is required within one working day of the referral being made, and will notify the referrer.
- 12.5 Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.
- 12.6 If the situation does not improve after a referral, the DSO will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.
- 12.7 If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.
- 12.8 All concerns, discussions and decisions made, as well as the reasons for those decisions, will be recorded in writing by the DSO and kept securely in a locked cabinet in the DLS's office.
- 12.9 If a pupil is in immediate danger, a referral will be made to Children's Social Care and/or the police straight away.
- 12.10 Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.
- 12.11 An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These

assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

13. Concerns about staff members and safeguarding practices

13.1 Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

14. Allegations of abuse against other pupils

14.1 All staff will be aware that pupils are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up".

14.2 The school is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.

14.3 All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's Anti-Bullying Policy.

14.4 The DSO will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times.

14.5 If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police.

14.6 The DSO will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.

14.7 In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.

14.8 In order to prevent peer-on-peer abuse, the school will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly.

14.9 The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (SRE) and group sessions.

15. Online safety

15.1 Riverside School will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's E-safety policy.

- 15.2 The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the E-safety policy.
- 15.3 The school will ensure that the use of filtering and monitoring systems does not cause “over blocking” which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.
- 15.4 Pupils are taught about online safety: appropriate information sharing and access to appropriate content, as well as ‘keep safe’ strategies to be used online. Families are also offered support in how to ensure that the internet is used safely in a home context.

16. Safer recruitment

- 16.1 All recruitment will be conducted in accordance with the school’s Safer Recruitment Policy

16.2 Volunteers/Work Experience/Contractors

- 16.2 No volunteer will be left unsupervised or allowed to work in regulated activity and will be managed in line with the school protocol for volunteers as Appended to this Policy.
- 16.3 Unless there is cause for concern, the school will not request a DBS certificate with barred list check for volunteers undertaking work experience, as the volunteer should already have been checked.
- 16.4 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- 16.5 The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.
- 16.6 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 16.7 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

17 Single central record (SCR)

- 17.1 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.
- 17.2 The following information is recorded on the SCR:
- An identity check

- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

17.3 For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

17.4 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

18. Staff suitability

18.1 All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.¹

18.2 A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

18.3 Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

18.4 All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

18.5 A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

19. Training

19.1 Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated and will be in line with advice from the LSCB.

¹ DfE (2016) 'Keeping Children Safe in Education', p.25

- 19.2 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.
- 19.3 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.
- 19.4 The DSO will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role.
- 19.5 The DSO will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.
- 19.6 If the school decides to appoint a deputy DSO, they will also undergo the same training as the DSO and, therefore, will be trained to the same standard, though ultimately, the DSO will lead safeguarding practices at the school.

20. Monitoring and review

- 20.1. This policy is reviewed annually by the designated safeguarding officer and the headteacher.
- 20.2 Any changes made to this policy by the headteacher and designated safeguarding officer will be communicated to all members of staff.
- 20.3 All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- 20.4 The next scheduled review date for this policy is November 2018.

Staff Disqualification Declaration

| | |
|-----------------------|-----------|
| Name of school: | |
| Name of staff member: | Position: |

| Orders and other restrictions | Circle one option |
|--|--------------------------|
| Have any orders or other determinations related to childcare been made in respect of you? | Yes/No |
| Have any orders or other determinations related to childcare been made in respect of a child in your care? | Yes/No |
| Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering? | Yes/No |
| Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) Regulations 2009? | Yes/No |
| Are you barred from working with children by the DBS? | Yes/No |
| Are you prohibited from teaching? | Yes/No |

Specified and statutory offences

| | |
|--|--------|
| Have you ever been cautioned, reprimanded, given a warning for or convicted of: | |
| <ul style="list-style-type: none"> Any offence against or involving a child (person under the age of 18)? | Yes/No |
| <ul style="list-style-type: none"> Any violent or sexual offence against an adult? | Yes/No |
| <ul style="list-style-type: none"> Any offence under The Sexual Offences Act 2003? | Yes/No |
| <ul style="list-style-type: none"> Any other relevant offence? | Yes/No |
| Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country? | Yes/No |

Disqualification by association

| | |
|---|--------|
| To the best of your knowledge, is anyone in your household disqualified from working with children under the regulations? This includes the person having an Order of Restriction, as outlined in the 'Orders and other restrictions' section, against them or having been cautioned, reprimanded, given a warning for or convicted of any offence in the 'Specified and statutory offences' section. | Yes/No |
|---|--------|

Provision of information

If you have answered yes to any of the questions above, provide details below in respect of yourself, or, where relevant, the member of your household concerned. You may provide this information separately, but you must do so without delay.

Details of the order restriction, conviction or caution:

| | |
|---------------------------|--|
| The date(s) of the above: | |
|---------------------------|--|

| | |
|---------------------------------------|--|
| The relevant court(s) or body/bodies: | |
|---------------------------------------|--|

You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.

Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children.

| | |
|---------|--|
| Signed: | |
|---------|--|

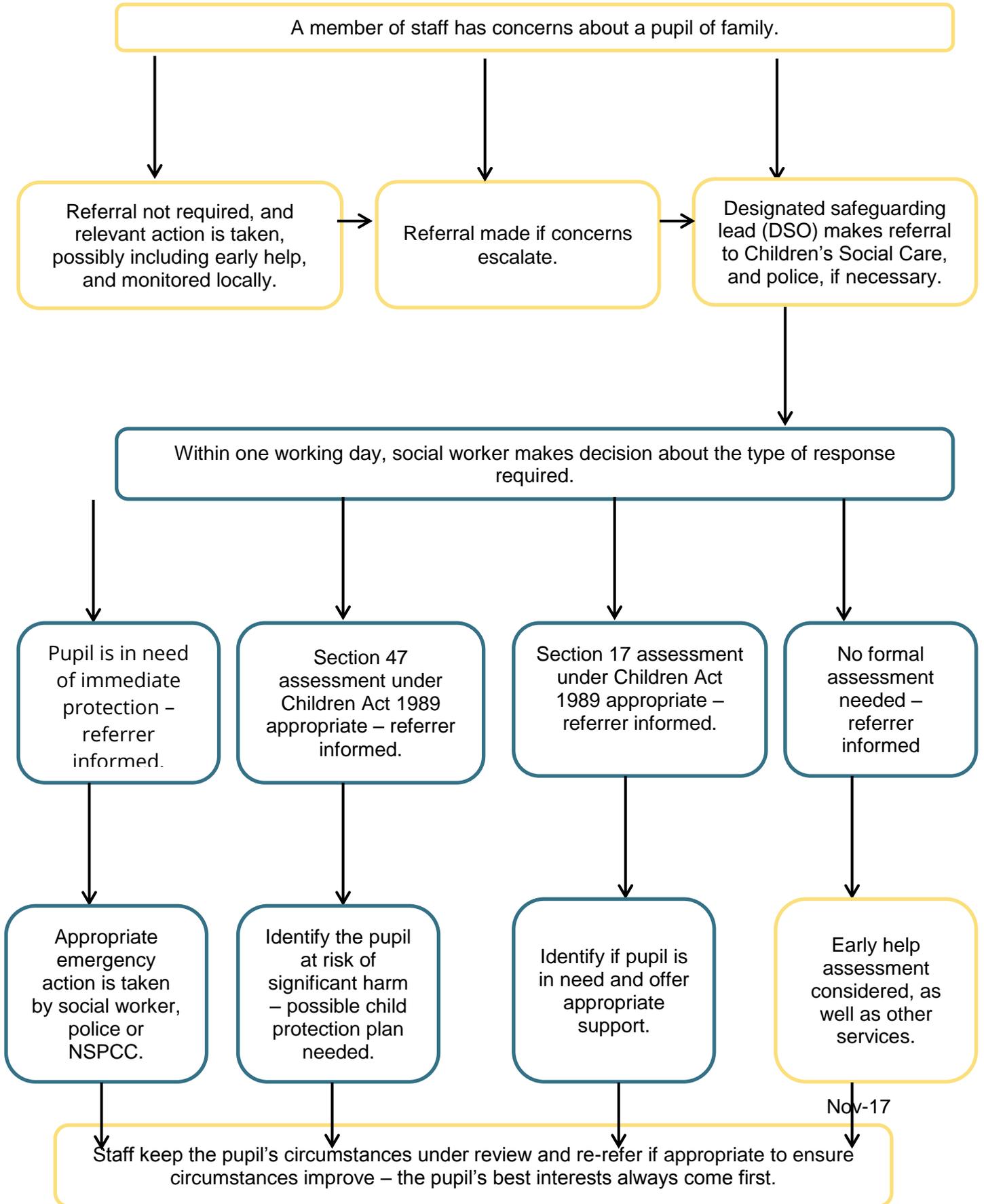
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Concerns about a Pupil Flowchart

Key

| | |
|--|----------------------------|
| | School action |
| | Other agency action |





Protocol for Students and Work Experience Placements and Volunteers

The following points must be adhered to at all times:

- Students and volunteers are not to engage in intimate care routines with the pupils under any circumstances. This applies to all placements.
- All students and volunteers must be within sight of a permanent member of staff at all times.
- Students, work experience placements and volunteers must not be treated as a member of staff under any circumstances.
- Students, work experience placements and volunteers must not work 1:1 with a pupil in an enclosed area, for example in a room with the door shut with no obvious means of seeing into the room (such as a pane of glass in the door). Their interaction with the pupils must be supervised at all times.
- Students, work experience placements and volunteers must not be involved in any manual handling routines, including hoisting. However, they may observe and, where appropriate under the correct guidance and supervision from trained members of staff, may assist.
- Students and volunteers must not engage in planned restrictive physical interventions with pupils.
- Students, work experience and volunteers must be made aware of behaviour management strategies and Behaviour Support Plans where relevant to the placement.
- Students and volunteers will receive an introductory pack consisting of a leaflet/pamphlet, this protocol and a school prospectus. Their placement provider, namely the class they are allocated to, will take the lead as appropriate in familiarising them with the working environment.
- All students, work experience placements and volunteers must wear a visitors' badge that is visible at all times.
- All students, work experience placements and volunteers must familiarise themselves with fire routes and emergency procedures.
- Students, work experience placements and volunteers must not publish any details and/or comments about their school experience, including photographs and images on social networking sites eg Facebook, Twitter and any other form of electronic communication.
- Mobile phones and other personally-owned devices brought into school are the responsibility of the device owner. The school accepts no responsibility for the loss, theft or damage of such devices.
- Mobile phones should not be used during lessons or formal school times and should be switched off during these times.
- No images or videos should be taken on personal mobile devices.
- Timing of school day for placement – 9 am to 15:30 pm with breaks organised in conjunction with the class teacher.
- Students & volunteers can bring own packed lunch or can order a school meal or sandwich via the school office. This must be paid for at the time of ordering and costs £2.70 per day.
- Dress code – comfortable, appropriate clothing. No open toed shoes should be worn and shoulders must be covered.
- Jewellery should be kept to a minimum and be discreet.
- A copy of the school's policies including; Health and Safety Policy, Safeguarding Policy and Behaviour Management policy can be found on the school website www.riversideschool.org.uk
- Our public liability and Employers liability is covered under the following Policy: QLA-01E205-0193 through Zurich Municipal. Expiry – 30th April 2018