



Policy	Safeguarding and Child Protection
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Committee	Date of Ratification	Review Date/term	Staff Responsible	Circulation
Student & Community	Autumn 2022	Autumn 2023	Deputy Headteacher - DSL	File Shared staff Website

The school has a detailed Risk Register which the Governing Body uses to monitor and measure the impact of its decisions as well as informing its planning.

The Risk Register also includes the School's Policy Statement for Risk and Opportunity Management.

To ensure that Risk Management permeates the working of the Governing Body, this policy is referenced in the Risk Register and the committee responsible for the policy should consider the "likeliness" and "impact" level for the appropriate risks.

Policy Consultation & Review

This policy is available on the school website and is available on request from Reception. The school also informs parents and carers about this policy when their children join our school, on the school website and school newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis.

Significant Information:

Richmond

SPA: 020-8547 5008
OUT OF HOURS: 020-8770 5000
LADO: 07774 332675
lado@achievingforchildren.org.uk

Hounslow

CHILDREN'S SERVICES: 020 8583 6600 option 2
childrensocialcare@hounslow.gov.uk
OUT OF HOURS: 020 8583 2222

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1. Introduction

This policy applies to all staff, governors, volunteers, visitors, parents and carers about expected behaviour and the school's legal responsibility to safeguard and promote the welfare of all young people at this school.

The purpose of this policy is to ensure every young person at Orleans Park is safe and protected from harm. This means all school staff will always work to:

- Protect young people from maltreatment
- Prevent impairment of young people's mental and physical health or development
- Ensure that young people grow up in circumstances consistent with the provision of safe and effective care
- Be alert to the fact that extremism and radicalisation is a safeguarding issue where a young person may be at direct risk of harm
- Be aware of specific risks such as child sexual exploitation, domestic violence, female genital mutilation, child on child abuse or sexual violence and harassment
- Undertake that role that enables young people to have the best outcomes.

2. Statutory Framework

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners: [The Kingston and Richmond Safeguarding Children Partnership policies and procedures](#) and [KRSCP Multiagency threshold document](#) as well as [London Child Protection Procedures and Practice Guidance](#)

This policy is also based on the following legislation and government guidance:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- [Children Act 1989 Care Planning, Placement and Case Review](#)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [Education Act 2002](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Information Sharing](#)
- [Inspecting Safeguarding in Early Years, Education and Skills](#)
- [Teachers' Standards](#)
- [Equality Act 2010: Advice for Schools](#)
- [Police and Criminal Evidence Act \(PACE\) Code C \(Appropriate adult\)](#)
- [Searching, Screening and Confiscation guidance \(Advice for Schools\)](#)

This policy also complies with our funding agreement and articles of association.

3. Relevant Policies and Principles

The following policies and procedures are also included under the safeguarding umbrella:

- Anti-Bullying
- Attendance (including children missing education and home visits)
- Behaviour for learning (including searching students)
- CCTV
- Data Protection
- Equal Opportunities
- First aid
- Health and Safety including site security
- Lone working
- Remote/Continuity of Learning
- School Visits, Journeys and Activities
- Staff Code of Conduct
- Staff Recruitment
- Students with medical conditions
- Visitors and volunteers
- Whistle-blowing

The welfare of all students is of paramount importance at Orleans Park. All staff will continue to maintain an ethos where students feel secure; are encouraged to talk; are listened to and are safe. Students at this school will be able to talk freely to any member of staff if they are worried or concerned about an issue.

Our school understands that children find it difficult to disclose abuse and we therefore strive to create “reachable moments” where students can talk to a member of staff about anything that is worrying them.

Everyone who comes into contact with students and their families has a role to play in safeguarding young people. Staff should adopt a child-centred approach and must consider what is in the best interests of the child. Orleans Park recognises that staff have a particularly important role as they are in a position to identify concerns early and provide help for students to prevent concerns from escalating. All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a student and how to record and report this information. Staff will not make promises to any student and will not keep secrets. Every student will know what the adult will have to do with the information they have chosen to disclose.

Throughout the curriculum, the school will provide activities and opportunities for students to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage students to develop essential life skills. This is taught through PSHE, PRE and through many other curriculum areas as part of the whole school offer.

At all times the school will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018). The procedures contained in this policy are also consistent with those of the Kingston and Richmond Safeguarding Children Partnership (KRSCP).

3.1 Complaints procedure in respect of poor practice

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child has been abused or is at risk of abuse.

Our procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse, including low level concerns.

We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties and this policy.

The complaints procedure will be followed where a student, parent or carer raises a concern about poor practice towards a young person that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a young person, using sarcasm or humiliation as a form of control, bullying or belittling a young person or discriminating against them in some way.

Complaints are dealt with in accordance with the school’s complaints or disciplinary procedures or the whistleblowing policy. All matters of complaint are managed by senior staff, the Headteacher and governors.

4. Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is 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.

Children include everyone under the age of 18.

The school understands the need to consider contextual safeguarding and the wider environmental factors in a child's life that may be a threat to their safety and/or welfare. We will always assess the risks and issues in the wider community when considering the wellbeing and safety of our students.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

5. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

6. Roles and Responsibilities

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Mr A Gladstone	agladstone@orleanspark.school
Designated teacher for CLA	Mr A Gladstone	agladstone@orleanspark.school
Deputy DSLs	Mrs L Gregory Ms S Townson	lgregory@orleanspark.school stownson@orleanspark.school
SENDCo (also on safeguarding team)	Ms L Linferna	llinferna@orleanspark.school
Headteacher	Mrs K Pacey	kpacey@orleanspark.school
Named Safeguarding Governors	Mrs Karen Miller Mrs Eleanor Stewart	kmiller@orleanspark.school estewart@orleanspark.school
Chair of Governors	Sir David Tanner CBE	dtanner@orleanspark.school

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

6.1 All staff

All staff will read and understand:

- Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- Orleans Park Safeguarding policy
- Orleans Park Behaviour Policy
- Orleans Park Code of Conduct
- Orleans Park Equal Opportunities Policy

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and members of the safeguarding team, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at this school. This includes the responsibility to provide a safe environment in which students can learn.

6.2 The Governing Body

The governing body of Orleans Park is accountable for ensuring the effectiveness of this policy and the school's compliance with it. Although the governing body takes collective responsibility to safeguard and promote the welfare of students, there are named governors who monitor and evaluate safeguarding within the school.

The governing body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via the school website and has been written in line with Achieving for Children and KRSCP guidance and procedures
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018)
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct
- All staff undertake appropriate child protection training that is updated regularly
- At least two governors have up to date safeguarding and safer recruitment training
- Enhanced Disclosure and Barring Service checks have been carried out for all governors
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance
- Appropriate online filtering and monitoring systems are in place and their effectiveness is regularly reviewed
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2022).
- All Governors sign to say they have read and understood Keeping Children Safe in Education (2022) and the Safeguarding Policy.
- All members of the Governing Board receive safeguarding training at induction which is regularly updated (3 yearly). The designated safeguarding Governor/s attends appropriate training that guides governors in their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the school's safeguarding arrangements

Governors will remedy, without delay, any weakness in regard to the safeguarding arrangements that are brought to their attention.

The governing body will receive regular safeguarding reports and an annual audit that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training given or attended, DBS checks and single central record updates. It will not identify individual students.

6.3 The Headteacher

At Orleans Park the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead for safeguarding (DSL)
- Identifying an alternate member of staff to act as the DSL in his/her absence to ensure there is always cover for the role
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff within 24 hours
- Ensuring systems are in place for students to express their views and give feedback
- Ensuring the curriculum enables students to learn about safeguarding and keeping themselves safe
- Ensuring sufficient time, resources and support is given for all staff to receive regular safeguarding and child protection training and for the DSL to attend multi-agency meetings as appropriate.

6.4 The Designated Safeguarding Lead

The DSL is a member of the senior leadership team. They will carry out their role in accordance with the responsibilities outlined in Annex C of 'Keeping Children Safe in Education'. The DSL will be given the time, funding, training, resources and support to:

- Take responsibility for the Prevent Duty as part of the Government's counter-terrorism strategy
- Provide advice and support to other staff on student welfare and child protection matters. Any concern for a student's safety or welfare will be recorded in writing and given to the DSL.
- Be aware of students who have a social worker
- Represent the school at child protection conferences and core group meetings
- Liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services.
- Take part in strategy discussions and other multi-agency meetings and contribute to the assessment of young people. This includes referring cases to the Channel programme where there is a radicalisation concern as required, referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and referring cases where a crime may have been committed to the Police as required.
- Maintain accurate written records of concern and referrals and child protection files ensuring these are kept confidential, stored securely and separately from the student general file.
- Ensure the speedy and secure transfer of child protection information to a student's new school or college.
- Ensure that all staff members and volunteers are aware of this policy and the procedures they need to follow.
- Ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
- Liaise with the headteacher to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019. The DSL is responsible for ensuring all staff are aware of this requirement.

This list is not exhaustive: please see Annex C of Keeping Children Safe in Education 2022

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL can also be contacted out of school hours if necessary by email at agladstone@orleanspark.school.

When the DSL is absent, Lizzie Linferna, Louise Gregory or Sarah Townson will act as cover.

If none of the Safeguarding team are available, a member of SLT will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

7. Confidentiality

Please refer to the separate Data Protection policy which covers this area. In this policy, we cover our process and principles for sharing information within our school, and with the 3 safeguarding partners and other agencies as required.

It should be noted that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in section 16.

Information for Staff

8. Training and Induction

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be shown where to access a copy of the school's safeguarding policy along with being given the staff code of conduct and told who the DSL is. They will also be provided with the recording system, given information on how to complete it and who to pass it to.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a student, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all students at our school and the remit of the role of the DSL. At induction, all staff will also be provided with a copy of Part One of 'Keeping Children Safe in Education' (2022) and must sign a declaration to confirm they have read it.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with KRSCP advice. This will include training on preventing extremism and radicalisation, CSE, FGM, child exploitation, peer to peer abuse and sexual violence alongside the safeguarding implications of each aspect.

All regular visitors and volunteers to the school will be given the safeguarding procedures; they will be informed who our DSL and alternate staff members are and what the recording and reporting system is. This can also be found on the reverse of the visitors' badge.

The DSL and all deputy DSLs will attend Safeguarding training (Level 3) at least every two years. Alongside this, the DSL will update their knowledge and skills by attending KRSCP training courses including Prevent awareness and reading KRSCP information. Other members from SLT and Pastoral staff will complete Safeguarding Level 2 training every two years.

In London, the Pan-London Safeguarding Children Board have set out the training standards in a document 'Competence Still Matters: Safeguarding training for all employees and volunteers', the current version is 2014.

https://www.londonscb.gov.uk/wp-content/uploads/2016/04/competence_still_matters_-2014.pdf

The nominated safeguarding governor(s) undergo(es) appropriate safeguarding training prior to or as soon as appointment to the role and at regular intervals thereafter. All governors receive safeguarding training as part of their induction and the local expectation is that it is refreshed every 3 years. Training for Governors to support them in their safeguarding role is available from Achieving for Children.

Orleans Park actively encourages all staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of 'Keeping Children Safe in Education' (2022) provides links to guidance on specific safeguarding issues such as preventing radicalisation, peer to peer abuse, sexual violence and harassment, child sexual exploitation and female genital mutilation. In addition, local guidance can be accessed via KRSCP. The DSL will also provide regular safeguarding updates for staff.

Staff will remain alert to the possibility that a person may seek to gain positions within the school so as to unduly influence the school's character and ethos. Staff are aware that such people seek to limit the opportunities for students thereby rendering them vulnerable to extremist views and radicalisation as a consequence. The Headteacher, governors and senior staff will adhere to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within the school and staff team where we will minimise the opportunities for extremist views to prevail.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, the safeguarding and child protection policy and procedures apply. If other organisations provide children's services or activities on site, the school will check that they have appropriate procedures in place, including safer recruitment procedures, regardless of whether or not the children attending are on the school roll. When students attend off-site activities, the school will check that effective safeguarding and child protection arrangements are in place.

Photography and images

The vast majority of people who take or view images or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect students, we will:

- seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the student's first name with an image
- ensure that students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them
- ensure that students do not take photographs or video images of other students without their express permission and the permission of a member of staff

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will avoid taking pictures or recordings of students on their personal phones or cameras. If they do so for any reason, they will transfer those images onto the school network and delete those images from their phones at the first available opportunity.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

9. Recognising Abuse

To ensure that students are protected from harm, all staff need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a young person by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small young person home alone, or leaving knives or matches within reach of an unattended toddler. Young people may be abused in a family, institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Young people may be abused by an adult or adults, or another young person or young people.

- Abuse by adults might be in the form of domestic abuse - physical, emotional, sexual or neglect; unacceptable punishments or exploitation
- Peer to peer abuse could be bullying - physical, psychological or online bullying; physical, gender based violence, sexual assaults, sexting or gang violence
- Abuse due to religious or cultural practices may involve humiliation, punishment or harmful practices, forced marriage, domestic abuse
- Self-abuse or harm might be deliberately cutting oneself, suicidal thoughts, attempted or actual suicide.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a young person (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a young person, such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to students that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on students. These may include interactions that are beyond the young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing students frequently to feel frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of maltreatment of a young person, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a young person or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person 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 young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a young person in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young people.

Neglect

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a young person from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

Neglect can occur in affluent families. [Engaging Neglectful Parents from Affluent Backgrounds](#)

[Neglect Toolkit](#)
[KRSCP Multi-agency Threshold document](#)

Staff should also be aware of the following safeguarding and child protection aspects that can place a young person at risk of harm:

Bullying

While bullying between students is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All students and parents or carers can find a copy of the anti-bullying procedures on the school website and the subject of bullying is addressed at regular intervals in the personal, social, health, citizenship and economic education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

Child Missing from Education (CME)

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who 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 going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child Sexual Exploitation

Staff also need to be aware that sexual exploitation is a serious concern and due regard needs to be paid to any information they may receive which could indicate a student is being exploited. Those who are

vulnerable or suffer low self-esteem are most at risk of sexual exploitation. 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. All concerns must be referred to the police and Children's Services.

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology." (Working Together, 2018)

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;

- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: [Child sexual exploitation: Definition and a guide for practitioners \(DfE 2017\)](#)

Child trafficking and modern slavery

Human trafficking is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern day slavery, as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the UK.

Modern day slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought to the UK from overseas or vulnerable people in the UK being forced illegally work against their will. Young people have an increased vulnerability to slavery. Poverty, limited opportunities at home, lack of education, unstable social and political conditions, and war are some of the situations that contribute to trafficking of victims and slavery. Slavery can be linked to a number of safeguarding issues, including child sexual exploitation, but normally includes at least one of the following specific situations.

Child trafficking is where young people are being moved internationally or domestically so that they can be exploited. Possible signs and indicators include: poor physical appearance, isolation, appearing to be under the control or influence of people in the absence of a parent, not interacting with their peers, poor living conditions: few personal belongings, restricted freedom, unusual travel times and a reluctance to seek help.

A referral to Children's Services will inform the National Crime Agency via the National Referral Mechanism (NRM). Further advice can be provided directly by the modern slavery helpline on 0800 0121 700.

County Lines and Child Criminal Exploitation

As set out in the Serious Violence Strategy, published by the Home Office, County Lines is used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit young people and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2022) page 141-143.

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been

criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. (Working Together, 2018) All concerns must be referred to the police and Children's Services.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Children who run away or go missing from home or care

Orleans Park recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

The statutory guidance [Children Who Run Away or go Missing from Home or Care](#) requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return. When necessary and in conjunction with AfC or other relevant local authority, Orleans Park will facilitate return home interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school for the interview to take place.

Children with family members in prison

Orleans Park recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children.

Contextual safeguarding and exploitation

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

The focus of contextual safeguarding and exploitation (CS&E) is implementing child safeguarding practices into community spaces to ensure that children are protected from the harm they experience outside of the family home. This focus moves beyond just assessing parenting capacity to safeguard a child at home, to assessing the impact of peer groups and community spaces (schools and neighbourhoods) on a child's safety and wellbeing outside the home.

It looks to identify the influences outside the family that can impact the parent-child relationship and the safety of a child in the community. It then adapts the child protection systems and safeguarding partnerships, and creates new professional networks with those who have an influence in the location so that the identified child, their family and the community are safe.

Orleans Park will maintain records of concerns about extrafamilial harm in the same way as other concerns are recorded and in accordance with our safeguarding procedures.

Concerns relating to significant harm and extrafamilial harm will be referred by the DSL to the Single Point of Access Team; if considered appropriate, a multi-agency strategy meeting will be held to determine threshold for significant harm, as well as for the Multi Agency Pre-MACE Panel.

[contextual safeguarding](#)

[KRSCP guidance to MARVE](#)

[the Assessment Triangle \(PDF\)](#)

[KRSCP threshold](#)

[Missing Protocol](#)

Domestic Abuse

The [Domestic Abuse Act 2021](#) recognises the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse.

Domestic Abuse can be described as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The school recognises that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on young people. In some cases, a young person may blame themselves for the abuse or may have had to leave the family home as a result. Staff are aware that domestic violence can affect student's learning progress and peer relationships.

The school is part of Operation Encompass, a national initiative that helps to safeguard children/young people who may have been exposed to domestic abuse and the Governors with responsibility for Safeguarding have a working knowledge of the principles. Details are included on the school website.

Extremism and radicalisation

"Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist." (Working Together, 2018)

The school has a responsibility to protect young people from extremist views. Staff will do this by promoting the British values of law, liberty, mutual respect and the tolerance of all faiths and beliefs. The Prevent Strategy is reflected in the school ethos and Equal Opportunities policy, and is delivered through raising awareness activities across different curriculum areas. Staff need to be aware of young people who might be vulnerable to far right, extremist organisations or individuals where violence or unlawful actions might be encouraged. All staff receive Prevent awareness training as part of their induction.

The government website Educate Against Hate and charity NSPCC say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy

- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong. Staff should always take action if they are worried.

[Protecting children from radicalisation: the prevent duty](#)
[Educate against hate](#)

All concerns must be referred to the police and Children's Services (**Police: 999 or 101; Anti-Terrorist Hotline: 0800 789 321**). There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff are alert to changes in young people's behaviour which could indicate that they may be in need of help or protection. Young people at risk of radicalisation may display different signs or seek to hide their views. Staff will use their professional judgement in identifying young people who might be at risk of radicalisation and act proportionately. The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020-7340 7264).

Contact for Richmond and Wandsworth:

Naheem Bashir, Vulnerabilities Manager Naheem.Bashir@richmondandwandsworth.gov.uk

Fabricated or induced illnesses

Pastoral and safeguarding staff are aware of the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness is a condition whereby a young person has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

Fabrication of illness may not necessarily result in a young person experiencing physical harm, but there may be concerns about the young person suffering emotional harm.

The Royal College of Paediatrics and Child Health (RCPCH) has issued updated guidance:

<https://childprotection.rcpch.ac.uk/resources/perplexing-presentations-and-fii/>

Family members in prison

Staff are aware that young people who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for these students.

Homelessness

The school recognises that being homeless or being at risk of becoming homeless presents a real risk to a young person's welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority and will make a referral to Children's Services should a student be homeless or at risk of homelessness.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, particularly following the extended summer holiday or long periods of absence. Victims of FGM are likely to come from a community that is known to practise FGM. Staff will engage the school safeguarding procedures along with national and local protocols for multi-agency liaison with police and children's social care where necessary. All concerns must be referred to Children's Services and all known cases of FGM in under 18-year-olds will be reported to the Police under the mandatory reporting duty which came into force on 31 October 2015.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem

- Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. School staff will report any concerns raised by a student about being taken abroad and not being allowed to return to England.

Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

For further information see: [Guidance forced marriage](#)

Concerns will be reported to Children's Services and/or the Forced Marriage Unit (020 7008 0151 or fm@fco.gov.uk) for advice and support.

Mental Health

All staff at Orleans Park School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

Orleans Park aims to promote positive mental health for all staff and students.

Our mental health lead is: Adam Gladstone (Assistant Headteacher DSL)

Students can access the Zone for mentoring from our Learning mentors. Should it be felt appropriate we can refer them for support to our Mental Health Support Team (MHST) for assessment, or our Child Wellbeing Practitioners. We also have access to our school nurse to support the mental health of our students. Should we have significant concerns, we would refer through SPA or CFAN to CAMHS for an assessment to be made.

Orleans Park will ensure that staff, students and parents are made aware of the support available in school and in the local community.

Useful links: [Mental health and behaviour in schools guidance](#) [NSPCC](#) [Mind](#) [Kooth](#)

Online Safety

Most students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, the school knows that some men, women and young people will use these technologies to harm students. The harm might range from sending hurtful or abusive texts and emails, to enticing students to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's online safety policy explains how staff try to keep students safe in school. Online bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites whilst at school.

Staff receive training on their duties to teach online safety in lessons, taking account of the guidance published in June 2019 by the Department for Education:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- denial of service (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a student in this area, the DSL (or a deputy) will consider referring into the [Cyber Choices](#) programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety. Additional advice can be found at: [National Cyber Security Centre](#) [When to call the police](#)

Online Learning

The school will provide a safe environment for online learning. All students and staff must remind themselves of and strictly adhere to the Acceptable Use Agreements and Online Safety Policy. The school has also produced the Remote/Continuity of Learning policy and an addendum to the Safeguarding policy with specific details around remote learning and how to ensure the safeguarding of all participants, as well as how we ensure compliance with GDPR requirements.

Child on Child Abuse

Staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with child on child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Staff recognise that young people are capable of abusing their peers and help the school to promote safe relationships. Students and staff know how to report child on child abuse and understand that this type of abuse will not be tolerated by the school.

Allegations might be made against students by others in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation where young people feel they are being forced under the threat of violence.

"Upskirting" became a specific criminal offence under the Voyeurism (Offences) Act 2019. It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm. Keeping Children Safe in Education 2022 lists upskirting as one example of child on child abuse of which school staff should be aware.

Staff will record and report any disclosure of this nature to the DSL or deputy DSL who will refer the information to Children's Services and seek advice as to whether the incident should also be reported to the police.

Private fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a young person for a period of 28 days or more, with the agreement of the young person's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to young people under the age of 16, or under 18 if the young person is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

The school recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore all staff are alert to possible safeguarding issues, including the possibility that a young person has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. If the school becomes aware of a private fostering arrangement for a student that has not been notified to Children's Social Care, staff will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of young people in such arrangements.

[Looking after someone else's child](#)

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two students of any gender. Incidents can also occur through a group of students sexually assaulting or sexually harassing a single student or group of students. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

Sexual harassment can be defined as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a young person's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual violence refers to the sexual offences under the Sexual Offences Act 2003:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- Consent: Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity

may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual violence and sexual harassment is not acceptable at this school. Behaviours such as making sexual remarks, grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated. Staff are aware of which behaviours are deemed to be harmful, harassment and violent and will take appropriate action.

Responding to allegations of sexual harassment and sexual violence

Students in our school know how to report concerns. They can report anonymously using the Sharp System if they do not feel comfortable reporting in person. All reports are treated seriously, including those that occur online or out of school.

The school will ensure the young person feels safe whilst at school as it is essential that all victims are reassured that they are being taken seriously and being supported. It is important that staff do not make any judgements about what the young person has disclosed. Staff must record and report any disclosure immediately to the DSL or deputy DSL.

Where the report includes an online element, staff must adhere to the school's searching, screening and confiscation guidance in the school's behaviour policy. The key consideration is for staff not to view or forward illegal images of a young person.

Orleans Park will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. [When to call the police](#)

If a child who has experienced sexual assault asks the school not to make a referral

If the child/young person does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged instigator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases. Ultimately, the designated safeguarding lead (or a deputy) will have to balance the person affected by the behaviour's wishes against their duty to protect them and other children.

The management of children and young people with sexually harmful behaviour is complex and Orleans Park will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect both the person impacted by the behaviours, any witnesses and the alleged instigator of the behaviours. A written record will be made and next steps discussed, taking into account the views of those impacted by the behaviour.

A risk and needs assessment will be completed for all reports of sexual violence. The need for a risk and needs assessment for reports of sexual harassment will be considered on a case by case basis. The assessment, which will be kept under review, will consider:

- whether there may have been other people impacted by the behaviour
- the person known to be impacted by the behaviour, especially their protection and support

- the alleged instigator of the behaviour
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator or from future harm.

Orleans Park will ensure that appropriate measures are put in place to safeguard and support the individuals impacted by the behaviour, the alleged instigator and the school community.

Useful links: [Stop it Now](#) [Beyond Referrals](#)

Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the student and/or the person who has made the allegation is in need of help, or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children’s social care may be appropriate.

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual according to our Behaviour Policy.

Harmful sexual behaviours



Children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. For more information see [NSPCC Harmful Sexual Behaviours](#)

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference in age, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. A useful tool is: [Beyond Referrals Toolkit](#)

Harmful sexual behaviours will be considered in a child protection context.

Orleans Park recognises that students displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

The PSHE and RSE curriculum covers the following issues according to the age and stage of development of the students:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong
- addressing cultures of sexual harassment
- consent

Sharing nudes and semi-nudes

The school will act in accordance with guidance endorsed by DfE [Sharing nudes and semi-nudes: how to respond to an incident](#)

All incidents of sharing nudes and semi-nudes will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of sharing nudes and semi-nudes should be reported to the DSL. Staff will not make their own judgements about whether an issue relating to sharing nudes and semi-nudes is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a sharing nudes and semi-nudes issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice: [Searching, screening and confiscation: advice for schools \(DfE July 2022\)](#)

Staff will not look at or print any indecent images.

The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents and carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Services and/or the police immediately. The police will always be informed when there is reason to believe that indecent images involve sexual acts and any young person in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported sharing nudes and semi-nudes incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured. All aggravated incidents will be reported

to Children's Services for advice about whether or not a response by the police and/or children's social care is required.

This will facilitate consideration of whether:

- there are any offences that warrant a police investigation
- child protection procedures need to be invoked
- parents and carers require support in order to safeguard their children
- a multi-agency sexual exploitation (MASE) meeting is required
- any of the instigators and/or those directly/indirectly impacted by the behaviour require additional support, this may require the initiation of an early help assessment and the offer of early help services.

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (e.g., all female students in a class or year group) to create and share indecent images of themselves
- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent
- sharing of indecent images places a young person is at immediate risk of harm, for example the young person is presenting as suicidal or self-harming

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will consult with the Police and Children's Services to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

Viewing the imagery

Staff should not view sharing nudes and semi-nudes unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery. Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a student.

If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL will:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the Headteacher
- ensure viewing is undertaken by the DSL or deputy DSL with delegated authority from the Headteacher
- ensure viewing takes place with another member of staff present in the room, ideally the Headteacher, another DSL or a member of the Senior Leadership Team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school premises, ideally in the Headteacher or DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the student's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

Curriculum coverage

Students are taught about the issues surrounding sharing nudes and semi-nudes as part of our PSHE education and computing programmes. Teaching covers the following in relation to sharing nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sharing nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

School-related weapons incidents

Orleans Park follows the [AfC School Related Weapons or Potential Weapons Incidents Protocol](#).

Orleans Park has a duty and a responsibility to protect and safeguard our students and staff.

We will inform SPA and the police of any incident involving a weapon or potential weapon.

Teachers have a number of legal powers, which include the power to search pupils without consent for a number of 'prohibited items'. These include knives and weapons; alcohol; illegal drugs and stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules that has been identified in these rules as an item that may be searched for [Searching, screening and confiscation](#)

Orleans Park recognises that children and young people involved in school-related weapons incidents, including the person displaying the behaviour, are vulnerable. We will provide support, protection and education to develop a full understanding of the implications of carrying, and/or using, weapons.

Suicide and self-harm

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. The behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing.

Suicide is an act of deliberate self-harm which results in death. Self-harm is self-poisoning or self-injury, irrespective of the apparent purpose of the act. Suicide and self-harm link where self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

The most common forms of self-harm are cutting, biting oneself, burning, scalding, branding, picking at skin, reopening old wounds, breaking bones, punching, hair pulling, head banging, ingesting objects or toxic substances or overdosing with a medicine.

The school recognises that any student who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a student has self-harmed, or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern.

A safety plan will be developed for any student at risk of suicide.

[Papyrus](#)

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a young person has been inadequately supervised. The identification of physical signs is complicated, as students may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a young person has been abused.

A young person who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the young person is at risk.

It is important that, no matter how small, all information is passed on for any safeguarding or child protection concern.

Students who may be particularly vulnerable

Some students might be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all students receive equal protection, the school will give special consideration and attention to students who are:

- disabled or have special educational needs
- living in a known domestic abuse situation

- affected by known parent or carer substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Students with special educational needs and disabilities

We recognise that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Students being more prone to peer group isolation than other students
- The potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Adam Gladstone, Assistant Headteacher - DSL, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

The impact of abuse

The impact of child abuse should not be underestimated. Many students do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some students, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties. The more Adverse Childhood Experiences (ACEs) a child has, the more likely they are to suffer long term. The effects can extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations, it can affect parenting ability.

[ACEs video](#)

10. Early help and interagency working

At Orleans Park we are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. In the first instance staff should discuss early help requirements with the DSL. Any child may benefit from early help, but at Orleans Park we are particularly aware of the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang
- involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse,

- adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child
- Has emerging challenging behaviours.

The DSL can take a case to the Early Help Resilience Network meeting to get multi-agency support. If early help and/or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. As part of meeting a child's needs, our Governing Board recognises the importance of sharing information between professionals and local agencies. The Data Protection Act 2018 and GDPR does not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

[Early Help Strategy](#)

11. Procedures for Managing Concerns

Orleans Park adheres to child protection procedures that have been agreed locally through the KRSCP.

Every member of staff including volunteers working with students at the school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a student, staff members should always act in the interests of the student and have a responsibility to take action as outlined in this policy.

All staff must report any concerns they have and should not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns to allow the DSL to build up a picture and access support for the young person at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, do have a duty to recognise concerns and pass the information.

The DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a student is at risk of harm must report it immediately to the DSL or, if unavailable, to a deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a young person should be reported without delay, recorded in writing and sent via email (safeguarding@orleanspark.school) or using the agreed template. Where possible, staff will report concerns in person to the DSL or a deputy DSL.

Following receipt of any information raising concern, the DSL or deputy DSL will consider what action to take and seek advice from Children's Services as required. All information and action taken, including the reasons for any decisions made, will be fully documented.

Safeguarding incidents and behaviours can be associated with factors outside the school and can occur between young people outside the school. All staff, but especially the DSL and deputies, will consider the context within which incidents and behaviours occur. This is known as contextual safeguarding, which simply means that an assessment of a young person should consider whether wider environmental factors are present in their life that are a threat to their safety and/or welfare. The DSL and deputies will provide as much information as possible as part of the referral process to allow any assessment to consider all the available evidence and the full context of any abuse.

All referrals will be made in accordance with Richmond Children's Services procedures via Richmond Single Point of Access (SPA), Hounslow Early Help Assessment (EHA) or the relevant local authority procedures for that student if not a Richmond or Hounslow resident.

If, at any point, there is a risk of immediate serious harm to a young person, a referral should be made to the relevant Children's Services immediately. Anybody can make a referral. If the student's situation does not appear to be improving, the staff member with concerns should press for reconsideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the student at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- The situation is an emergency and the DSL, deputy DSLs and the Headteacher are all unavailable;
- They are convinced that a direct report is the only way to ensure the student's safety.

Any member of staff who does not feel that concerns about a young person have been responded to appropriately, and in accordance with the procedures in this policy, should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns. All staff are advised of the whistleblowing policy, which is on the school website.

If a student discloses information

It takes a lot of courage for a young person to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a young person talks about any risks to their safety or wellbeing, staff must let them know that they must pass the information on; staff are not allowed to keep secrets. If staff interrupt the disclosure, the young person may think that they do not want to listen; if staff do not talk until the very end of the conversation, the young person may feel they have been misled into revealing more than they would have otherwise. Staff will consider the impact on any siblings as well and the support they will need.

During the conversation with the young person:

- Allow them to speak freely
- Remain calm and do not overreact – the young person may stop talking if they feel they are upsetting you.

- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘You are doing the right thing in talking to me’
- Do not be afraid of silences – remember how hard this must be for the young person
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the young person’s parent or carer think about all this
- At an appropriate time tell the young person that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a young person who has been abused
- Avoid admonishing the young person for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the young person may interpret it that they have done something wrong
- Tell the young person what will happen next. The young person may agree to go with you to see the DSL or a deputy DSL. Otherwise let them know that someone will come to see them before the end of the day
- Report verbally to the DSL or deputy DSL
- Write up the conversation as soon as possible and email this to safeguarding@orleanspark.school. If this is not possible, please put the information in a sealed envelope addressed to the DSL.
- Seek support if you feel distressed.

12. Teaching and Learning

Safeguarding is included in all areas of teaching and learning, for example PSHE (including RSE), assemblies, tutor time and within all subject departments. We invite external agencies like the Daniel Spargo-Mabbs Foundation to provide workshops and performances around drugs and alcohol education. We have invited the Samaritans in to provide workshops for Year 8 students about how to understand more about their own emotional health, to make them realise that talking about problems is of real benefit, help them identify when a friend might be struggling and teach them about how to listen effectively. Students are encouraged to explore healthy relationships and consent in all Year groups within PSHE and all subjects are expected to address online safety within their curricula and consider how different aspects of their curricula lend themselves to reinforcing positive messages around safeguarding.

13. Records and Information Sharing

If staff are concerned about the welfare or safety of any young person at the school, they will record their concern and email this to safeguarding@orleanspark.school.

Any information recorded will be kept in a separate named file, in a secure cabinet and not with the student’s academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of ‘need to know in the young person’s best interests’ and on the understanding that it remains strictly confidential.

Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored in this file.

If a student leaves the school, the DSL will ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

Information sharing is vital to identify and tackle all forms of abuse, therefore the school will share information with other professionals and local agencies in accordance with advice given in DfE Information Sharing and Keeping Children Safe documents. The Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a young person being placed at risk of harm.

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of young people. Information can be shared legally without consent, if a practitioner is unable to or cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a young person at risk. Relevant personal information can be shared lawfully if it is to keep a young person or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

The DSL and deputy DSLs will seek consent from the young person and the parents or carers to share information with other professionals and local agencies. Under the GDPR and Data Protection Act 2018, the DSL and deputy DSLs may share information without consent if, in their judgement, there is a lawful basis to do so, such as where a young person's safety may be at risk. These staff will base their judgement on the facts of the case. When sharing or requesting personal information from a young person or family, they will be clear of the basis upon which they are doing so. In cases where consent has not been agreed, the DSL and deputy DSLs will be mindful that an individual might not expect information to be shared and be considerate of who and how others might be affected by the sharing of information.

The DSL and deputy DSLs will share information that is necessary, proportionate, relevant, adequate, accurate, timely and secure. They will ensure that the information shared is necessary for the purpose for which they are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely. These staff will keep a record of their decision and the reasons for it – whether it is to share information or not. If they decide to share, they will record what they have shared, with whom and for what purpose.

14. Working with Families

Orleans Park is committed to working in partnership with families to safeguard and promote the welfare of young people and to support them to understand the school's statutory responsibilities in this area.

When new students join the school, families will be informed that the school has a safeguarding policy. A copy will be provided to families on request and is available on the school website. Families will be informed of the school's legal duty to assist other agencies with child protection enquiries and what happens should staff have cause to make a referral to Children's Services.

The school is committed to working with families positively, openly and honestly. Staff will ensure that all families are treated with respect, dignity and courtesy. Staff will respect families' rights to privacy and confidentiality and will not share sensitive information unless they have permission or it is necessary to do so in order to safeguard a young person from harm.

The DSL and deputies will seek to share with families any concerns the school may have about their young person unless to do so may place a young person at increased risk of harm. A lack of family engagement or agreement regarding the concerns the school has about a young person will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so. However, if the school believes that notifying families could increase the risk to the child, the school should not seek to

discuss with them before contacting the Single Point of Access. It is legitimate to share concerns without consent when there is good reason to do so and sharing the information will enhance the safeguarding of the child in a timely manner.

In order to keep young people safe and provide appropriate care for them, the school requires families to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the young person normally live;
- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Full details of any other adult authorised by the parent or carer to collect the young person from school (if different from the above).

The School will retain this information on the student file. The school will only share information about a student with adults who have parental responsibility for that young person or where a parent or carer has given permission and the school has been supplied with the adult's full details in writing.

15. Child Protection Conferences

Children's Services will convene a Child Protection conference once a young person protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the young person is judged to be at continuing risk of significant harm. A review conference will take place once a young person has been made the subject of a Child Protection Plan in order to monitor the safety of the young person and the required reduction in risk.

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of a young person. Usually the person representing the school at these meetings will be the DSL or deputy DSL. In any event, the member of staff attending will have as much relevant up to date information about the young person as possible; any member of staff may be required to contribute to this process.

All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Children's Services. The information contained in the report will be shared with families before the conference as appropriate and will include information relating to the young person's physical, emotional and intellectual development and presentation at school. In order to complete such reports, all relevant information will be sought from relevant staff.

Child protection conferences can be upsetting for families. The school recognises that staff are likely to have more contact with families than other professionals involved. Staff will work in an open and honest way with any family whose child has been referred to Children's Services or is subject to a child protection plan. The school's responsibility is to promote the protection and welfare of all young people and to achieve this in partnership with families.

16. Making a referral to the Single Point of Access (SPA)

Concerns about a student or a disclosure should be discussed with the DSL who will help decide whether a referral to the Single Point of Access is appropriate. If a referral is needed then the DSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the student.

If the school has not had any feedback from SPA within 72 hours of making the referral, we must follow this up.

If after a referral the student's situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the student's situation improves.

If a student is in immediate danger or is at risk of harm, a referral should be made to SPA and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

SPA contact number: 020-8547 5008.

[SPA online referral form](#)

17. Support for staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

18. Safer Recruitment

The school will ensure that the Headteacher and at least two members of the Governing Body have appropriate and up to date safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2022).

Orleans Park will use recruitment and selection processes to deter and reject unsuitable candidates. The school will question the contents of application forms if any aspect is unclear. The school requires evidence of original academic certificates. The school will insist on taking up references and does not accept testimonials. If appointed, the school will undertake Disclosure and Barring Service checks and use any other means to ensure it is recruiting and selecting the most suitable people to work with young people. The Human Resources officer will maintain a Single Central Register of all DBS checks carried out in line with statutory requirements.

19. Safer Working Practice

All adults who come into contact with the students at this school have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon the school to ensure that all adults who work with or on behalf of the students are competent, confident and safe to do so.

All staff will be provided with a copy of the school's code of conduct at induction; they will be expected to carry out their duties in accordance with this. These are sensible steps that every adult should take in their daily professional conduct with young people. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

There might be occasions when some form of physical contact is inevitable, for example if a young person has an accident or is hurt or is in a situation of danger to themselves or others around them. Staff should refer to the use of physical contact guidance in the staff handbook.

If staff, visitors, volunteers, parent or carer helpers are working with a student alone they will, wherever possible, be visible to another member of staff. They will be expected to inform another member of staff

of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

20. Managing Allegations Against Staff and Volunteers

The school aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the students at Orleans Park. The school recognises that the behaviour of adults can sometimes lead to an allegation of abuse being made. Allegations might arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. The school also recognises that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

The school will take all possible steps to safeguard all students and to ensure that they are safe to work with children. The school will always ensure that the KRSCP procedures and requirements as set out in 'Keeping Children Safe in Education', DfE (2022) are adhered to. Staff are also aware of the school's whistleblowing procedure.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school's code of conduct and the [Guidance for safer working practice for those working with children and young people in education settings \(February 2022\)](#)

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If an allegation is made or information is received about an adult who works in the school (including a supply teacher or volunteer), which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor the Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors. The Headteacher or Chair of Governors must seek advice from the LADO within 24 hours. No member of staff or the governing body will undertake further investigations until receiving advice from the LADO.

The Headteacher or Chair of Governors will seek appropriate advice from:

- Local Authority Designated Officer (LADO) – 020 8891 7370 or 07774332675
lado@achievingforchildren.org.uk
- Richmond Single Point of Access (SPA) - 020 8547 5008 (020 8770 5000 out of hours)
- Hounslow Early Help Assessment (EHA) - 020 8583 6600 (0208-583-2222 out of Hours).

Regardless of the nature of allegations and who receives the allegation, it must be reported to the LADO. This must include situations where the worker resigns. Compromise agreements are not acceptable in such circumstances and may put others at risk in the future. Complaints procedures are separate to the

allegations process and just because someone does not wish to make a complaint, this does not mean the allegation should not be considered and investigated. Unless the allegation is found to be false or malicious, records should be kept for 10 years or until the individual, subject to investigation, retires; whichever is longer. The LADO procedures may also apply to an individual who works with children, but the allegations or concerns arise in his/her private life.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact Children's Services directly.

The school has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child or young person, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at the school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Human Resources.

Low level concerns

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to

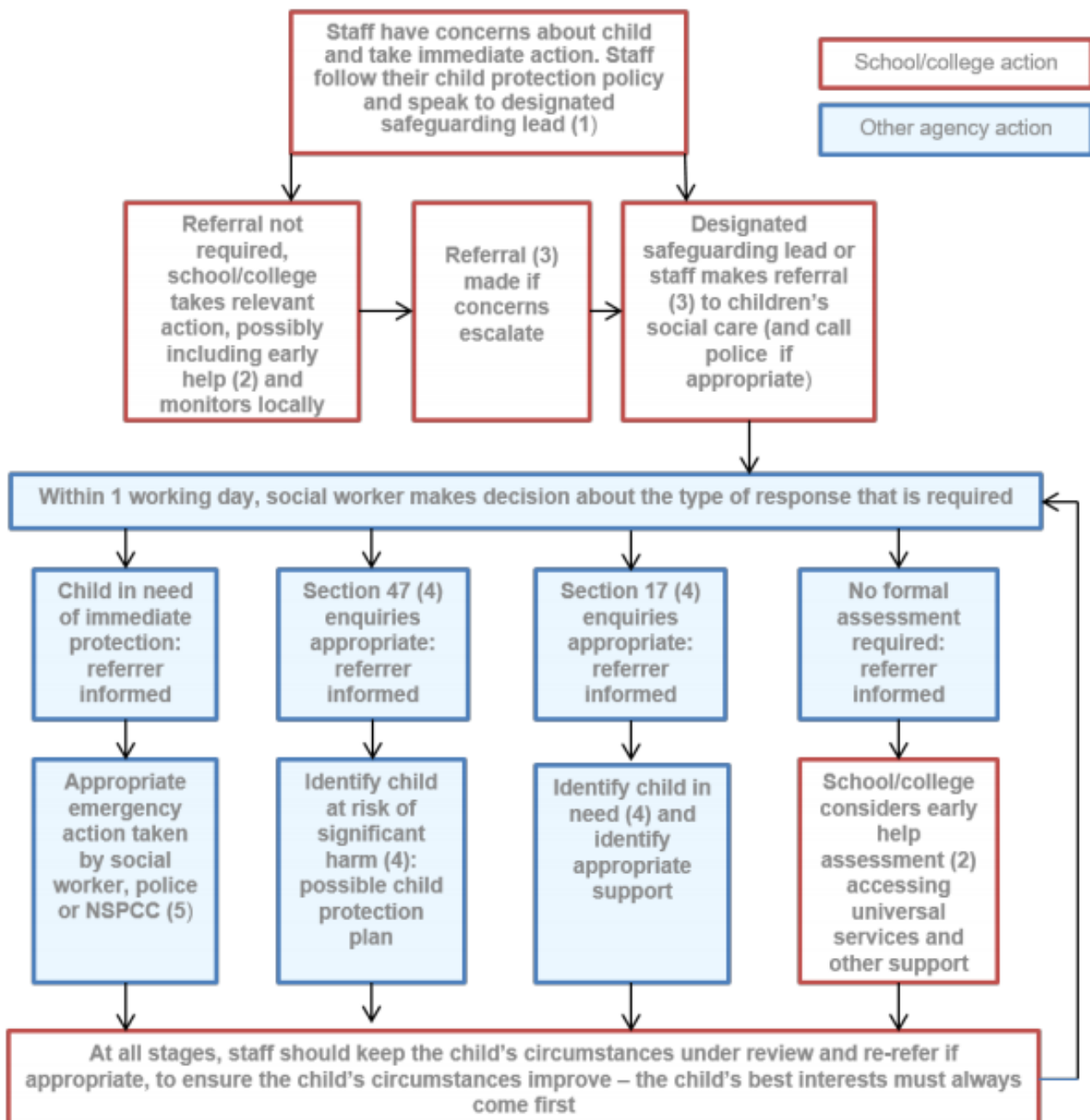
- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

The culture of our school is such that staff are encouraged to pass on low level concerns to the DSL or the headteacher. These concerns will be recorded and dealt with appropriately.

Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

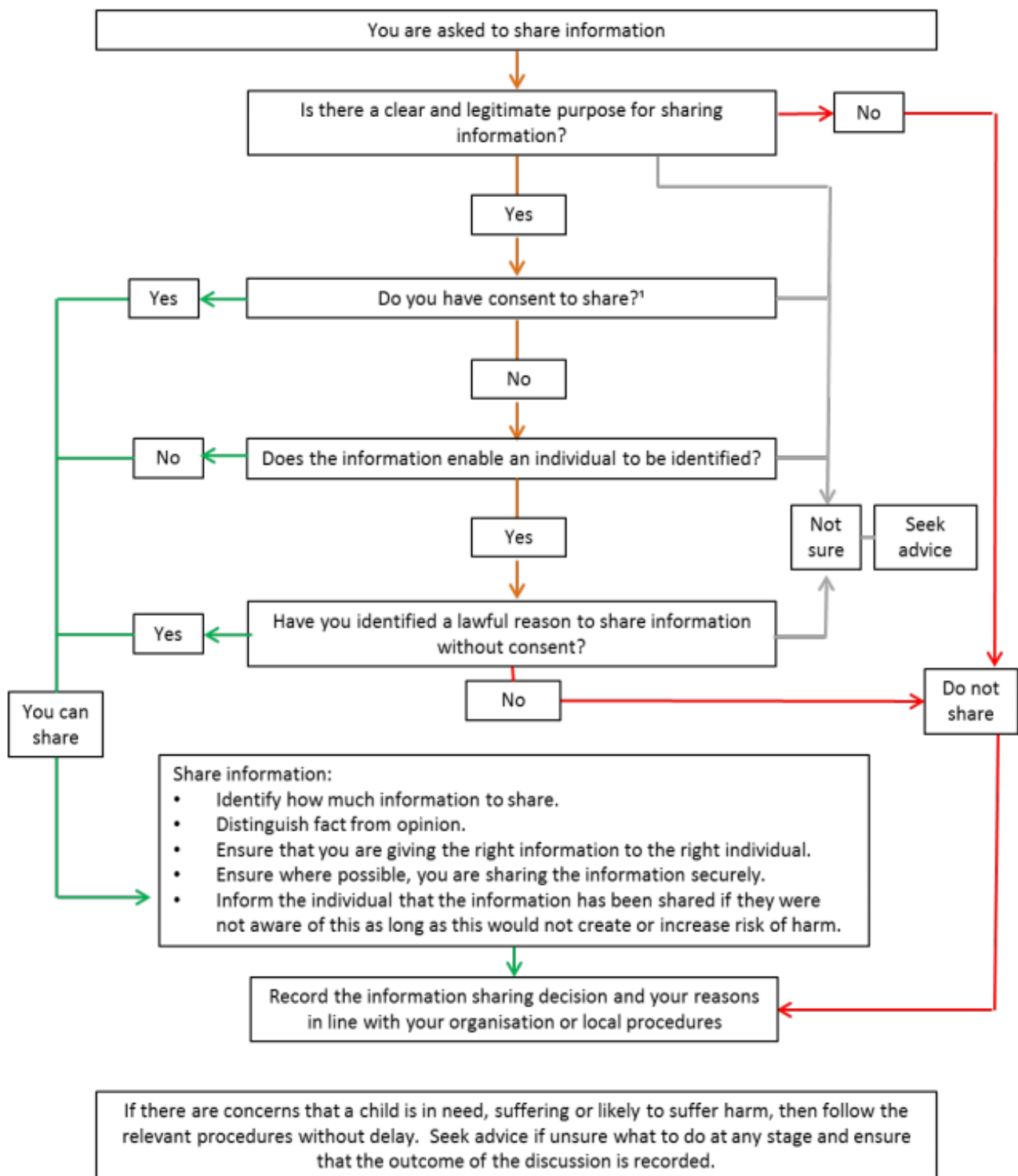
(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

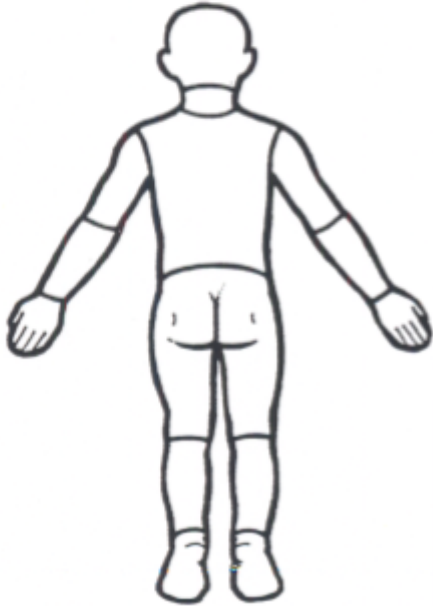
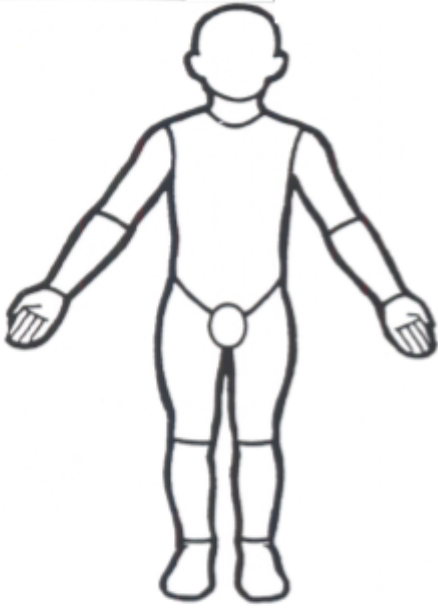
(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Flowchart of when and how to share information



Older Child



Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Students staying with host families

Where the school makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3:

The Seven Rs

Receive

Listen to what is being said, without displaying shock or disbelief. Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

Reassure

Reassure the student, but only as far as is honest and reliable. Do not make promises you may not be able to keep, e.g.: "I'll stay with you", or "everything will be alright now" or "I'll keep this confidential". Do reassure, e.g. you could say "I believe you", "I am glad you came to me", "I am sorry this has happened", "we are going to do something together to get help".

Respond

Respond to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

Do not ask 'leading' questions, i.e. "did he touch your private parts?" or "did she hurt you?". Such questions may invalidate your evidence (and the child's) in any later court proceedings.

Instead, make use of open ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use: How? When? Who? Where?

Questions beginning with the phrases "tell me", "describe" or "explain" are useful:

Tell me what happened, tell me who was there....

Explain what you mean when you say....

Describe the place to me....

Do not criticise the alleged perpetrator; the student may care about him/her, and reconciliation may be possible.

Do not ask the student to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the student that it will be the designated lead for safeguarding or Headteacher.

Report

Share concerns with the DSL as soon as possible. If you are unable to contact your DSL, deputy DSL, or most senior member of staff, if the child is at risk of immediate harm, you MUST contact Achieving for Children SPA service or Police.

If you are dissatisfied with the response from the DSL or children's social work, you should ask for the decision to be reconsidered, giving your reasons for this.

A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff.

Record

If possible, make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as practical, recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.

Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. (See Appendix 2). The child should not be examined intimately or pictures taken of any injuries / marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. Children MUST NOT be asked to make a written statement themselves or to sign any records. All records of a child protection nature (handwritten or typed) are passed to the DSL.

Remember

Support the child: listen, reassure, and be available. Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Try to get some support for yourself if you need it.

Review

Has the action taken provided good outcomes for the child?

Did the procedure work?

Were any deficiencies or weaknesses identified in the procedure?

Have these been remedied?

Is further training required?

Appendix 4: links to websites/documents and references

Safeguarding framework and guidance

[Keeping Children Safe in Education \(Part 1\) 2022](#)

[Online Safety within 'Keeping Children Safe in Education' 2021](#)

[Working Together to Safeguard Children – July 2018](#)

[Information Sharing – July 2018](#)

[KRSCP Multiagency threshold document](#)

[Kingston and Richmond Safeguarding Children Partnership policies and procedures](#)

[Children Act 1989 Care Planning, Placement and Case Review](#)

[Children Act 2004](#)

[Education Act 2002](#)

[London Child Protection Procedures and Practice Guidance](#)

[What to do if You're Worried a Child is Being Abused \(child sexual exploitation\)](#)

[Prevent Strategy](#)

[Channel Duty Guidance](#)

[Sexual violence and sexual harassment \(September 2021\)](#)

[Inspecting Safeguarding in Early Years, Education and Skills:](#)

[Teachers' Standards](#)

[Schools Covid-19 Operational guidance](#)

[Engaging Neglectful Parents from Affluent Backgrounds](#)

[Neglect Toolkit](#)

[ACEs video](#)

[Mental health and behaviour in schools guidance](#)

[NSPCC](#)

[Mind](#)

[Kooth](#)

[Domestic Abuse Act 2021](#)

[Children Missing Education Statutory Guidance:](#)

[Beyond Referrals Toolkit](#)

[When to call the police](#)

[Stop it Now](#)

[Beyond Referrals](#)

[Safeguarding Children from Sexual Exploitation](#)

[Child Sexual Exploitation Definition and Guide](#)

[Cyber Choices](#)

[National Cyber Security Centre](#)

[Preventing youth violence and gang involvement](#)

[Criminal exploitation of children and vulnerable adults: county lines](#)

[Sharing nudes and semi-nudes: how to respond to an incident](#)

[Searching, Screening and Confiscation](#)

[Female Genital Mutilation Statutory Guidance](#)

[Kingston and Richmond Safeguarding Children Partnership Female Genital Mutilation Policy](#)

[Guidance Forced Marriage](#)

[Asian Women's Resource Centre](#)

[Modern slavery: how to identify and support victims](#)

[Looking After Someone Else's Child](#)

[Protecting Children from Radicalisation: The Prevent Duty](#)

[Educate against hate](#)

[Papyrus](#)

[RCPCH updated guidance on fabricated or induced illness](#)

[Role and Responsibilities of the Designated Teacher](#)

[Early Help Assessment](#)

[London Child Protection Procedures: Allegations](#)

[Missing Protocol](#)

[Early Help Strategy](#)

[Criminal Exploitation of Children and Vulnerable Adults: County Lines](#)

[Teaching Online Safety](#)

[Children who run away or go missing from home or care](#)

[NSPCC Responding to a child's disclosure of abuse](#)

[SPA online referral form](#)

[Positive environments where children can flourish](#)

[Use of reasonable force](#)